



St. Winefride's Catholic Primary School

Pupil Premium Policy

Mission Statement

Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2022 to 2023](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The school will use evidence to inform our decisions on pupil premium spending – e.g., by using evidence-based research and resources from the [Education Endowment Foundation](#), and learning from what works in our school;
- The funding will be used to reduce the gap between the achievement of these pupils and their peers;
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. These could include any of the below:
 - Development of oral language skills.
 - Development of reading and Comprehension Skills.
 - Development of basic Mathematical ability.
 - Supporting pupils who lack confidence in their own ability.
 - Support with pupils who have low attendance level.
 - Supporting Parental Engagement to optimize pupil success.
 - Access to IT, including access to internet resources at home.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategies

- Pupil Premium will be clearly identifiable within the budget.
- The Headteacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils, responding to published research where appropriate.
- The school will assess what additional provision should be made for the individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information annually about how we have used the funding.
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium.

Some examples of how the school **may** use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support.
- Employing extra teaching assistants.
- Providing booster sessions where needed (for example, ahead of national assessments such as SATs).
- Provide Oral Language Intervention through the Wellcomm programme or other language intervention programmes (NELI – Reception).
- Provide interventions which target social and emotional learning.
- Funding educational trips and visits.
- Provide funding so all children can access extra-curricular activities.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here: www.stwinefrides.cheshire.sch.uk

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in the school.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces.
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census.
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding.
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis.
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the pupil premium.
- Challenging the headteacher to use the pupil premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the pupil premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

7. Monitoring arrangements

This policy will be reviewed biannually, or before if necessary, by the Headteacher. At every review, the policy will be shared with the governing board.

Policy agreed by the Policies' committee – 14.03.23