

Mission Statement

In Christ We Grow – As a learning community we live out our mission statement striving for excellence through caring, sharing and achieving.

This policy should be read in conjunction with all other school policies, in particular, the Inclusion and Single Equality policies. These are available on the school's website.

Overview

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service child premium at any point in the last three years (known as 'Ever 3 Service Child'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The school provides regular reports to the committees of the governing body and uploads a report on expenditure and impact onto the school's website.

At Our Lady Queen of Peace Catholic Engineering College all staff are committed to meeting the academic, pastoral, spiritual, social and moral needs of all students, with our school Mission Statement 'In Christ We Grow' at the centre of all that we do. Every child considered to be 'disadvantaged' is valued, respected and entitled to develop to their full potential irrespective of disadvantage.

The Pupil Premium Strategy does not stand alone, it is part of our school improvement strategy. All staff are aware of the strategy and their role within it. It involves the work of the whole team with the Deputy Headteacher having overall responsibility for the strategy.

Purpose of Policy

To outline how we will use ensure that Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between disadvantaged students and their peers.

Use of Pupil Premium

When making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- be transparent in our reporting of how we have used the Pupil Premium, so that all our stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- recognise the fact that Pupil Premium students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- monitor progress of students within each year group to ensure pupils from disadvantaged backgrounds are making progress across the whole curriculum.
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.
- provide additional professional development for staff to help to remove barriers to learning and improve differentiation at all levels to maximise the progress of all groups of students and the specific groups identified in this policy.

The range of provision provided by the school

Tiered approach

The DfE (March 2021) require schools to demonstrate how their spending decisions are informed by research evidence and recommend that schools follow the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) which provides information about the tiered approach to spending. It is also a requirement to publish the strategy statement using the published templates.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the 3 areas of Teaching, Academic Support and Wider approaches, but focusing on teaching quality - investing in learning and development for teachers.

Evidence based interventions can be found at:

[Teaching and Learning Toolkit | Education Endowment Foundation | EEF](#)

Although this is not an exhaustive list and Pupil Premium use is identified on an individual and group basis, the following list identifies some of the uses of Pupil Premium to promote outstanding learning and progress.

- Facilitating appropriate access to the curriculum for all students
- Improving attendance of disadvantaged students
- Providing emotional support for disadvantaged students
- Additional teaching and learning opportunities and support for targeted groups of students
- Alternative support and intervention, when appropriate
- Targeted support for literacy and numeracy
- Promote cultural capital opportunities for all disadvantaged students.
- Provision of appropriate extra-curricular support, academic study support and differentiated revision sessions
- Supporting Pupil Premium students involvement in enrichment activities and educational visits.
- Ensure Pupil Premium students are well represented in all leadership opportunities, projects, clubs, student voice.
- Supporting students in preparation for examinations, through weekend and holiday support sessions
- Supporting Summer School provision aimed at transition, International links to facilitate community cohesion and key skills and other relevant summer school projects
- Providing curriculum areas with appropriate targeted funding for resources to support learning and progress, as clearly identified in departmental improvement and spending plans
- Supporting projects aimed at assisting students to achieve their potential and in particular to support the development of literacy
- Supporting families in financial difficulty with items required for school e.g. transport costs and uniform

- Providing appropriate rewards to children and incentives for attending extra study sessions

The impact of the Pupil Premium

The School will self-evaluate and review processes to provide evidence that students have benefited from the Pupil Premium. The Deputy Headteacher will co-ordinate the analysis and evaluation of data to measure progress and ensure intervention strategies are in place and have an impact.

The School will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Deputy Headteacher will report to the Governing Body on how effective the intervention has been in achieving its aims. In addition, a full written report will regularly be uploaded to the school's website.

Through the process of self-evaluation, the School will continue to seek to develop further strategies and interventions which can improve the progress and attainment of students. Assistant Headteachers, Subject Leaders, Learning Managers, and class teachers will report and evaluate the progress being made by identified disadvantaged groups of students in link meetings and at departmental meetings. Subject Leaders will report on the progress of disadvantaged students to Governors' Curriculum Committee.

The School will continue to track the impact of the strategies put in place through the funding to ensure that the School can show the value that has been added to the education of the entitled students. The Deputy Headteacher will attend appropriate professional development training and disseminate good practice to our staff.

The School will regularly monitor, evaluate and review the success of the impact of the Pupil Premium funding.

First presented to Governors 29th January 2013

Revised July 2015

Revised 2016

Revised September 2017

Reviewed November 2018

Revised June 2021