

PUPIL PREMIUM FIRST STRATEGY



Early Years Foundation Stage

- Targeted intervention groups
Encouraging parents to apply for EYPP – to help school get additional funding to help children
- Supplemented trips / contributions
- 1:1 support for specific areas
- Additional Key Person time
- Encourage parents to attend parent workshops
- Encourage parents to attend parent's evenings / offer additional / alternative appointments
- Tuition to support children to make rapid progress and make strong progress from low starting points

Key Stage 1

- Encouraging parents to take up UFSM
- Supplemented trips / contributions
- Encourage parents to attend workshops
- Encourage parents to attend parent's evenings / offer additional / alternative appointments
- SEMH priority (if needed)
- Small group interventions with Teachers / TAs
- Faith Filled Friday to help raise aspirations and motivate children.
- Small group before/after school tuition

Key Stage 2

- Supplemented trips / contributions
- Encourage parents to attend parent workshops
- Encourage parents to attend parent's evenings / offer additional / alternative appointments
- Booster sessions for the KS2 SATs
- SEMH priority (if needed)
- Small group interventions with Teachers / TAs
- Faith Filled Friday to help raise aspirations and motivate children
- Vocations focus to encourage children to aim high and widen their understanding of available careers
- Small group before/after school tuition

Transition

- Summer school opportunity
- Information sharing between Y6 primary teacher and secondary school Head of Year 7
- Numeracy & Literacy summer project
- Personalised invite to parents/carers offering visit to secondary setting
- Uniform support
- Travel advice and guidance
- Parents/Carers made aware of extra-curricular offering including 'Homework club'

Statement of intent: All members of staff within the St John Bosco Catholic Multi-Academy, along with Governors and the Board of Directors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs **FIRST** within a spiritual, caring and nurturing environment. We hope each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their full potential and provide them with ambitions as an adult finding employment. As we follow Jesus' example, we strongly believe that all children should be treated with dignity, fully able to participate in society and deserve to be recognised through this option for the poor or socially disadvantaged. This promotes essential solidarity in our global catholic family.

'PUPIL PREMIUM FIRST' St John Bosco Catholic Multi-Academy strategy

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools ***narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds.***

Within the St John Bosco Catholic Multi-Academy (SJBCA) we know that without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum from 3 years old to 18 years old (Early Years to Key Stage 5 – 6th Form).

Early identification is paramount within our primary and secondary schools and the staff, with guidance from the SENCO's and Subject Leaders, may need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths from a very early age. High priority is given to the transition from early years to Key Stage 1; Key Stage 2 into the secondary settings and Key Stage 3; and into Key Stage 4 where students complete their GCSE's and vocational qualifications (BTEC/Technical Awards). We also recognise the importance of 'future planning' and transition into Key Stage 5 (6th Form), Further education/training and High education/training (College, University, Apprenticeships).

Key Strategies in supporting children eligible for Pupil Premium Funding in order to be highly successful in improving achievement for the children eligible for pupil premium, the staff and leaders within SJBCA will:

- Carefully ring fence the pupil premium funding so that it is always spent on the targeted group of pupils **FIRST**.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils **FIRST** to achieve the highest levels.
- As part of data analysis, thoroughly analyse which pupil premium students are underachieving **FIRST**, particularly in English and Maths, and then find out why.
- Draw on research evidence (such as the Education Endowment Foundation and the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Training all staff including support staff in key Pupil Premium focus areas that we want to see in daily practice across the schools including: knowing your students, encouraging staff to talk to pupil premium students **FIRST** about careers and their own experiences to raise aspirations.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each pupil, rather than relying on interventions to compensate for teaching that is less than good. **Quality FIRST Teaching is paramount.**
- Implementing a focus onto lesson observation and work scrutiny forms to ensure that Pupil Premium students are thought of **FIRST** and are at the forefront of teachers minds.
- Allocate **FIRST** their best teachers to teach intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Systematically focus on pupil premium students **FIRST** when giving all pupils clear, useful feedback about their work, and ways that they could improve it (AFL).
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress **FIRST**. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning; this may include parents of pupil premium pupils being able to book parents evening slots **FIRST** to ensure attendance is possible.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings **FIRST**.
- Setting a target for each school that the % of pupils on school trips being Pupil Premium reflects the size of the school's intake of Pupil Premium pupils where possible.

School Specific Implementation

- When asking children questions during teaching, ensure PP first approach, so ensure that PP pupils are asked for their responses. This should be subtle.
- Once children are set off to complete a task, approach PP pupils first to ensure that they understand the task and are able to complete it.
- Mark the books of PP pupils first to ensure early intervention can take place; ideally on the same day and certainly before the next lesson in that subject.
- When there's the opportunity, for example when there's no hot listing on a particular day, take the opportunity to pre-teach the next learning objective in maths to PP pupils who would benefit from this.
- Complete individual provision overviews for all PP pupils. Keep these updated and review regularly to ensure PP pupils are receiving the very best in terms of teaching and learning as well as focusing on tackling their specific barriers to learning.
- Alert Principal if PP pupils are not wearing the correct or well-presented uniform. Principal will issue free uniform to try to ensure self-esteem is high.
- When selecting pupils to represent the school in sporting or other extra-curricular opportunities, PP First approach should be taken.
- When issuing roles and responsibilities to children in class, consider the qualities, needs and barriers to learning of PP pupils. Consider PP pupils for these roles first.
- Ensure PP pupils have the opportunity to attend extra-curricular clubs. Finance should never be a barrier.
- Tuition before and after school should be tailored to the needs of PP pupils and at a time when they are most likely to attend. Parental engagement is key to the success of this.
- Reach out to the parents of PP pupils before parents evening to encourage their attendance. Offer meetings at another time, if necessary.
- Monitoring to include a focus on the provision for PP pupils.