



St Matthew's RC High School Pupil Premium Policy

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church.

Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

“Education is holy ... the process of teaching and learning is a holy act”

This policy incorporates the aims and values of our school mission statement, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding, with the ultimate aim of diminishing the attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.



Systems, procedures and practice

Under the strategic leadership of the head teacher, the operational management of the school's policy for pupil premium is led by the deputy head teacher, assistant head teacher and disadvantaged pupil team (DPT). Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Deputy Head teacher – senior leader
- Assistant Head teacher – strategic lead
- Attainment and Achievement Coach
- School Business Manager
- School Data Manager
- DP departmental links
- Literacy and Numeracy Intervention Tutors

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Deputy Head teacher

- Develop robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensure appropriate allocation and use of funding for pupils, as well as training for staff and governors

Assistant Head teacher – strategic lead

- Under the guidance of the head teacher and deputy head teacher, complete DP plan, incorporating delegated funding and attendance targets
- Provide termly pupil premium progress reports for HT and governors
- Provide appropriate support and guidance for staff when planning disadvantaged pupil targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring etc.
- Work with designated staff to monitor attendance and evaluate against set targets on DP Plan

Attainment and Achievement Coach

- Proactively work with and for disadvantaged pupils in receipt of pupil premium to improve rates of progress and ensure they achieve their academic potential.
- Provide support and guidance to these pupils and those engaged with them by removing barriers to learning, to ensure a full learning experience.
- Promote effective participation, good attendance and punctuality, raise aspirations and improve learning and progress to support pupils in achieving their full potential in all aspects of school life.
- Develop and maintain effective and supportive mentoring relationships with identified pupils within this cohort.
- Work in partnership with others, involving parents/carers and a range of networks to support and improve progress and learning for pupils



School Business Manager

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding via the school website and reports to governors

School Data Manager

- Following each data collection, provide a detailed breakdown of the progress and attainment of disadvantaged pupils in all year groups, in order to evaluate the impact of strategies and interventions

DP departmental links

- The role of the departmental DP link will be to ensure that the disadvantaged pupils within the specific subject area are enabled to achieve at least expected progress
- Ensure that all members of the department have identified the disadvantaged pupils in their classes and implemented appropriate strategies to remove individual barriers to learning
- Analyse the departmental data and identify areas of DP underachievement
- Identify targeted cohorts of DPs in their subject areas and ensure appropriate interventions are implemented, tracked and monitored for impact

Middle leaders – Heads of Year and Subject Leaders

- Monitor the progress of disadvantaged pupils in their year group/subject area
- Work with the AAC to ensure appropriate interventions are implemented, tracked and monitored for impact
- Ensure that DPs are fairly represented, particularly more able DPs in higher sets
- Ensure that DPs have access to a broad and balanced curriculum, which takes account of their individual starting points
- Make strategic use of pupil premium funding within their departmental area/year group
- Take prompt action to inform senior leaders of any areas where the progress or performance of a key group within the DP cohort may be directly – or adversely – affected by social or economic disadvantage

Class teachers

- Ensure awareness of DPs within their teaching groups and develop effective strategies to overcome any identified barriers to learning
- Maintain regular contact with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform subject leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage



Literacy and Numeracy Intervention Tutors

- To teach withdrawal groups
- To deliver engaging and effective intervention sessions to identified disadvantaged pupils
- To run literacy and reading or numeracy catch up sessions before and after school if required
- To track and monitor the progress of identified pupils and inform staff of the progress pupils have made as a result of intervention undertaken.

Governors (Interim Executive Board)

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy head teacher and disadvantaged pupils strategic lead to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.