

Pupil Premium Policy

Objectives

1. Provide additional educational support to raise the achievement (attainment and progress) of students in receipt of Pupil Premium.
2. Address underlying inequalities between these students and others.
3. Attendance: to implement strategies addressing the attendance gap between for disadvantaged students and their peers.
4. Provide cultural and sporting opportunities beyond the classroom to build character and raise aspirations of disadvantaged students.

Success criteria

The evaluation of this policy is based on how the school can ensure that there is no significant disparity between socially disadvantaged students and their peers. The success criteria for the Pupil Premium Policy are:

- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.
- The progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils.
- Reducing in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the other pupils in the school.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in Mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
- Students make substantial and sustained progress throughout all year groups across many subjects, including English and Mathematics.
- Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups.
- All disadvantaged pupils to be in education, employment or training post-16.

Disadvantaged pupils at St. Michael's commonly face the following barriers to achievement:

- Weak literacy/numeracy
- Social and emotional barriers
- Lack of resources for learning, space to work at home
- Low aspiration and resilience
- Limited family experience
- Poor diet and nutrition
- Poor family engagement
- More frequent behaviour issues
- Lower attendance than their peers

Key Strategies

- Employment of an Associate Senior Leader to oversee the educational needs of disadvantaged pupils and ensure the implementation of this policy.
- Ensuring that teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Using data frequently to check whether interventions are working and making adjustments accordingly, through Raising Attainment Groups for KS3 and 4. All of which is recorded on an Impact Report.
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Working in partnership with the families of pupils to ensure their success.

