



**St Ralph
Sherwin**
Catholic Multi Academy Trust



Pupil Premium Policy

Version 1



One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham



'Let the wise hear and increase in learning, and the one who understands obtain guidance.' Proverbs 1:5

1. Introduction and Purpose

1.1. The Pupil Premium Grant (PPG) was introduced in April 2011 by the coalition government to address the gap in attainment between pupils deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last 6 years, known as Ever 6)
- Looked after, including continuously for more than six months or
- a parent works in the armed forces

1.2. The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these pupils and their peers.

1.3. The pupil premium is paid to academies as they are best placed to assess what additional provision their pupils need

1.4. Ofsted inspections report on how academies use of the funding affects:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

2. Key Principles

2.1. Our academies have the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
- Each academy's curriculum is designed to meet the needs of disadvantaged pupils with a strong focus on vocabulary, language acquisition and reading.
- All teaching strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.



- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

3. Making decisions regarding the use of Pupil Premium

- 3.1. When making decisions about using pupil premium funding it is important to consider the context of the academy and subsequent barriers faced.
- 3.2. Common barriers for FSM children can be less support at home, weak language skills and a lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.
- 3.3. We know that some pupils who are in receipt of the pupil premium may also have a Special Educational need. When this is the case there is close working between the school's Pupil Premium Lead and the SENDCo. Each pupil will have a personalised plan which demonstrates how their needs are supported through funding and the resources within the academy. (see SRSCMAT SEND Policy).
- 3.4. In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our academies is used solely for its intended purpose.
- 3.5. We also recognise that the Dedicated Schools Grant (DSG) has an element of deprivation funding included in it, to address the attainment of our disadvantaged pupils. We will:
 - 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 pupils.
 - Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
 - Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
 - Recognise that fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take the group and individual needs fully into account.
 - Design a curriculum which supports communication and language skills and is designed so that pupils can build and retain the most essential knowledge across a broad range of subjects, so pupils are prepared for the next stage of education or entry into the workplace.
 - 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



4. Roles and Responsibilities

4.1. We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Headteacher and Senior Leadership Team (SLT)

4.2. The Headteacher and the Senior Leadership Team are responsible for implementing this policy.

They will ensure that:

- all staff are aware of their responsibilities in narrowing the knowledge and skills gaps of our pupils:
- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment:
- through performance management arrangements they will make sure narrowing the knowledge and skills gaps is a priority area of focus for the school:
- all strategies are written and evaluated as robustly as possible to ensure that the approach applied is having the desired effect.
- The impact statement and long-term strategy document are on the academy's website
- In order to do this effectively, the Headteacher and senior Leaders, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in the 2021 Education Endowment Foundation, Guide to the Pupil Premium.
- Pupil Premium Leads attend termly cluster meetings with the Trust's Pupil Premium Lead as well as attending Trust regional and national training, related to disadvantaged pupils and narrowing the attainment gap.

4.3. It will be the responsibility of the Headteacher to include the following information in the termly Headteacher's Report, sharing this with Local Governing Bodies through the termly meetings and/or during Governor visits, which in turn will be reported at Trust Board meetings:

- The progress made by year group for disadvantaged pupils;
- An outline of the provision that has been made since the last annual report;
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Teaching and support staff

4.4. Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.



- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive;
 - Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps in knowledge and skills can be narrowed and improvements maintained;
 - Support disadvantaged groups of pupils in their class through adapting and identifying the best pedagogical approaches required for those who find aspects of learning difficult and are in danger of falling behind;
 - Keep up to date with teaching strategies and research, which have a proven track record in narrowing the knowledge and skills gap in attainment for all pupils including those from a disadvantaged background.
- 4.5. We will provide opportunities for staff to engage in a range of professional development opportunities to meet their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps in knowledge and skills.
- 4.6. The Executive Team School Improvement Team and Trust Board have an important role in ensuring our academies comply with legislation and this policy, along with specific stated actions for narrowing gaps is implemented.
- 4.7. Through the Trust's Pupil Premium Lead, the Executive Team will:
- At least termly, keep each academy's work in narrowing the disadvantaged gaps under review so that they can monitor the use of Pupil Premium. In doing this, the Executive Team will take into account a range of information, including quantitative (case studies, SIT visits, school to school reviews, surveys etc.) data as evidence of impact.
 - Ensure that as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly and that appropriate changes are made in a timely manner where impact is not being evidenced.
 - At the end of the academic year, the Executive Team will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had.
 - Ensure the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the academy website. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.



5. Impact

- 5.1. Attainment and progress of all pupils with particular reference to all our vulnerable groups is regularly monitored by leaders within each academy and reported to the Trust at least termly.
- 5.2. The leadership teams within each academy evaluate the needs of pupils and the outcomes of interventions as well as the needs for any additional support that could be put in place
- 5.3. There is strong communication between pastoral support and curriculum provision to ensure all our pupils are tracked carefully and their needs are met
- 5.4. Interventions are logged and progress is monitored to evaluate impact
- 5.5. Through the work of the School Improvement Team, the Executive Team is kept informed through regular scrutiny, challenge and support of each Headteacher of this crucial area of work and parents can access information through the school website.
- 5.6. Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact each academy is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

6. Outcomes

- 6.1. Pupils eligible for Pupil Premium will have been identified and monitored
- 6.2. Pupil Premium pupils will have achieved above the national average for similar pupils and gaps in attainment will have narrowed
- 6.3. Pupils will have developed confidence and independence and have been supported with aspirations and ambitions

7. Disseminating the Policy

- 7.1. The Pupil Premium Policy along with the details of each academy's strategy and evaluation will be published:
 - On each academy's website (with paper copies available on request in the academy office)
 - In any staff handbook/guidance documents and as part of induction for new staff

8. Monitoring, Compliance and Review

- 8.1. The Senior Director of School Improvement has overall responsibility for monitoring and reviewing the impact of this policy and making recommendations for updates



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and revisions as needed, or when there are changes in regulations and legislation that the Trust must respond to.

- 8.2. The Curriculum and Standards Committee will review and sign off this policy every 2 years, unless there are regulatory and legislative changes within the 2 year window which require the policy to be updated.