



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Pupil Premium Policy

Version 2

October 2025



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



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Pupil Premium Policy

**Growing in faith, serving with love, transforming our world;
together in Christ.**

1. Introduction and Purpose

1.1 Purpose of the Pupil Premium Grant

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 they are:

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

1.2 Funding and Allocation

The pupil premium is allocated to schools for pupils between the ages of 5 and 16 and should be used to close the gap in attainment between these pupils and their peers.

1.3 Accountability

Academies are best placed to assess their pupils' additional needs and tailor funding accordingly. Ofsted inspections report on how the use of pupil premium 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.
- The take up of opportunities aligned to the Personal Development offer monitored ensuring disadvantaged pupils have full access.

2. Key Principles



Our Catholic ethos is central to our use of the Pupil Premium to ensure every child flourishes academically, socially, and spiritually.

- High expectations for all pupils—deprivation and challenge are not equated with low ability.
- Holistic focus—not all FSM pupils are socially disadvantaged, and not all socially disadvantaged pupils qualify for FSM.
- Curriculum enrichment—a strong emphasis on vocabulary, language acquisition, oracy, and reading.
- Evidence-based strategies—our approach is informed by research from Derby Research School and ongoing self-evaluation.
- Inclusion—support is integrated within classrooms to avoid social isolation.

3. Making Decisions Regarding Pupil Premium Use

When determining how to use pupil premium funding, we consider the specific challenges of our academy and pupils:

- Common barriers for FSM pupils include limited home support, weak language skills, and lower confidence.
- Personalised support—pupils who also have SEND receive tailored interventions in collaboration with the SENDCo.
- Transparent reporting—parents, stakeholders, and Ofsted are informed about how funding is used.
- Knowledge retrieval focus—our curriculum is designed to help pupils build and retain essential knowledge across subjects.
- High-quality teaching and interventions, guided by evidence from Derby Research School, are the primary methods for closing attainment gaps.
- The Personal Development curriculum ensures pupils receive holistic support that nurtures their spiritual, moral, social, and cultural growth in a faith-centred environment.

4. Roles and Responsibilities

4.1 Senior Leadership Team (SLT) Responsibilities

The Headteacher and SLT ensure that:

- All staff understand their role in narrowing the knowledge and skills gaps.
- Professional development supports high-impact strategies.
- The impact of strategies is monitored and evaluated effectively.
- Pupil Premium Leads attend termly Trust-wide meetings.

4.2 Teaching and Support Staff Responsibilities



All teaching and support staff must:

- Maintain high expectations for all pupils.
- Use inclusive teaching methods that support disadvantaged pupils.
- Plan and deliver oracy-rich lessons that develop communication skills.
- Adapt teaching to suit knowledge retrieval techniques to aid retention and understanding.

4.3 Governance and Accountability

The Trust Board and Executive Team are responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring each school within the Trust meets its statutory duties with regards to the use of the pupil premium grant (PPG) including publishing the Pupil Premium Strategy
- Maintaining robust oversight of the Trust's financial affairs.

5. Measuring Impact

- Regular monitoring of disadvantaged pupils' attainment and progress.
- Evaluation of interventions to ensure cost-effectiveness.
- Strong communication between pastoral and curriculum teams.
- Tracking of knowledge retrieval and oracy development within classroom settings.
- Termly reporting to governors and trust leadership.

6. Outcomes

- Disadvantaged pupils are identified and monitored effectively.
- Attainment gaps narrow compared to national averages.
- Disadvantaged pupils are prioritised in receiving opportunities through the schools Personal Development offer.
- Pupils develop confidence, independence, and aspirations.
- The curriculum ensures deep learning, knowledge retention, and improved oracy skills.

7. Dissemination and Monitoring

- The policy and strategy document will be published on the academy website.
- Available in staff handbooks and included in new staff inductions.
- Reviewed annually by the Trust's Director of School Improvement and Pupil Premium Lead.
- Compliance will be monitored by the Curriculum and Standards Committee.



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This policy aligns with the Catholic ethos of nurturing every child's God-given potential and ensuring no child is left behind academically, socially, or spiritually. It also reflects the Trust's mission and is underpinned by evidence-based research from Derby Research School.