



**St Mary's R.C. High School**

PER MARIAM

# **PUPIL PREMIUM POLICY**

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# PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium grant allocated to the school has an impact on *narrowing the attainment gaps* which currently exist between our disadvantaged pupils and their non-disadvantaged peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

In connection with the Pupil Premium Policy and implementing the associated strategy, we also take into account the need to account for and assist those pupils who are in receipt of Service Premium where those pupils parent(s) serve/d in the armed forces or have died in service, or receive a pension under the Armed Forces Compensation Scheme or War Pension Scheme. By offering pastoral support and help mitigate the challenges associated with military life.

## 1. Publication

Section 9 of The School Information Regulations 2012, requires schools to publish on its website:

- the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year;
- details of how it is intended that the allocation will be spent;
- details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Through this policy, we shall publish the above information.

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.

## 2. Pupil Premium and our school's mission statement

*"We are here to educate the children in a community which has Gospel values, traditions and beliefs of the Roman Catholic Faith as the kernel of its ethos"*

(St Mary's School Mission Statement)

At St Mary's RC High School, we seek to recognise the worth and dignity of all people to deliver a challenging, high-quality education which enables everyone to grow as balanced individuals, intellectually, spiritually and morally.

Our Mission Statement places emphasis on the need to:

- *foster the integration of various aspects of human development – spiritual, moral, emotional, social, physical and intellectual*
- *develop appropriate systems whereby each individual feels a sense of justice, love and value*

- *maintain practical support, guidance and affirmation for all in the school community*
- *prepare pupils for their future life in today's world.*

We seek to provide a secure, supporting and stimulating Christian environment within the context of Catholic tradition, in which justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense.

We are determined that every pupil will reach their full potential and the provision of the Pupil Premium to help close the gap in life chances between the most advantaged and the most disadvantaged members of our community is consistent with our ethos.

### 3. How we will make decisions regarding the use of pupil premium

In making decisions on the use of the Pupil Premium, we will focus on:

- ensuring that Pupil Premium funding allocated to our school is used for its intended purpose;
- using 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;
- being transparent in our reporting of how we have used the Pupil Premium, so that our parents and carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference;
- encouraging take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner, and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children;
- being mindful of the fact that eligibility and take up of Pupil Premium does not equate to pupil ability because of their social circumstances;
- ensuring robust monitoring and evaluation is in place by the school and governing body to account for the use of the Pupil Premium.
- recognising the fact that Pupil Premium pupils are not an identical group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- using high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. These wave one interventions by teaching staff are the most effective way of developing potential and securing the best outcomes for students. 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.
- using the Pupil Premium for all year groups.

### 4. How we will make decisions regarding the use of service premium (SPP)

The primary goal of SPP is to offer pastoral support and help mitigate the challenges associated with military life, such as family mobility, parental deployment, and potential emotional distress.

Schools can use the SPP to fund various support services, including:

- **Pastoral Support:** Providing emotional and social support to Service children.
- **Targeted Interventions:** Offering additional academic support or specialized programs to address specific needs.

- **Staffing:** Funding dedicated staff or support roles to work with Service children.
- **Resources:** Providing resources like books, learning materials, or equipment to support learning and engagement.
- **Activities:** Funding activities and events that promote a sense of community and belonging.

At St Mary's we look to use Service Premium to assist with pastoral support in Year 6 transition to high school including access to summer school and funding to attend. We offer continued pastoral support via our Student Services personnel.

## 5. Development of the policy

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this policy, we have also taken into account the latest Ofsted Inspection Framework and the National Curriculum which place a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## 6. Roles and responsibilities

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'.

## 7. The Headteacher and the senior leadership team (SLT)

The headteacher, the designated co-ordinator of Pupil Premium and Service Premium and the senior leadership team, will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils and offering support. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through appraisal arrangements, they will make sure that narrowing the gaps is a priority area for the school.

It will be the responsibility of those above to report the following to the school's governing body:

- progress made towards narrowing the gap, 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.

The School Business Manager and Pupil Premium co-ordinator will track the allocation and use of pupil premium funding. They will also check to see that it is providing value for money.

## 8. Teaching and support staff

Through classroom teaching and additional support strategies, 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 can be narrowed and improvements maintained;
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially 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 proven track records in narrowing the gaps in attainment and achievement;
- provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps;
- Heads of Department evaluate the impact of pupil premium spend within their area of responsibility.

## 9. Governing body

Our governing body has an important role to play in ensuring that our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented.

The Standards and Curriculum and Resources Committees are both responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the pupil premium. In monitoring and evaluating the work of the school in relation to the pupil premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

## 10. Monitoring and reviewing the policy

Our work in relation to the pupil premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an biennial basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.