

All Saints' Catholic Academy

Policy Document

Seek the Lord and his strength; seek his presence continually! Chronicles 16:11

Policy: Pupil Premium Policy
Prepared for: All Saints' Catholic Voluntary Academy

Approval

Approved by	Approval date	Review Date
Directors	November 2014	November 2016
Board of Directors	November 2016	November 2018
Head of School	December 2018	December 2020
Headteacher	January 2021	December 2022
Headteacher	December 2022	December 2023
Governors	January 2024	January 2025
Governors	September 2025	September 2026
Governors	September 2026	September 2027

TABLE OF CONTENTS

1	BACKGROUND.....	3
2	PRINCIPLES.....	3
3	PROVISION.....	4
4	REPORTING.....	5
5	SUCCESS CRITERIA.....	6

1 Background

The pupil premium is a Government initiative that provides specific funds targeted at improving outcomes for students from deprived backgrounds. Research has indicated that this group of students underachieve when compared to non-deprived peers. The premium is provided in order to support these pupils in fulfilling their potential and not being disadvantaged.

The Government have used students entitled to Free School meals as an indicator for deprivation, and a fixed amount of money is being provided to schools per student based on the number of students who are, or have been, registered for Free School meals in the last 6 years. At All Saints' Catholic Academy, the indicator of those eligible for Free School meals will be used as one element in identifying target children to 'diminish the difference' regarding attainment.

2 Principles

Every child with his/her individual needs and gifts is a unique gift from God. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. For the purpose of this policy, FSM children will include past as well as current recipients.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged and being in need of intervention and support. Any group will be made up of FSM children and non-FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success or all.

3 Provision

Our model for improving outcomes for disadvantaged pupils is informed by the Education Endowment Foundation's (EEF) *Guide to the Pupil Premium* (updated September 2025) - [The EEF Guide to the Pupil Premium | EEF](#). The EEF recommends that schools develop evidence-informed strategies through a structured process of diagnosing need, using research evidence, implementing effective approaches, and evaluating impact. Funding is allocated using the Department for Education's three-tiered approach:

- **Teaching** – high-quality teaching for all pupils.
- **Targeted Academic Support** – focused interventions and additional support.
- **Wider Strategies** – approaches that address non-academic barriers to success, such as attendance, behaviour, wellbeing and family engagement

We do this by:

- a) Ensuring the best possible delivery of learning experiences in the classroom so that teaching and learning opportunities meet the needs of all pupils.
- b) Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including having a range of group and individual interventions designed to support those with identified needs, e.g. small group literacy support.
- c) Offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.
- d) Supporting extra-curricular opportunities which will include trips and visits.
- e) Through Pastoral support, undertaking work to raise self-esteem, extend personal skill sets and support pupils to make appropriate choices in order, to maximise learning opportunities.
- f) Ensuring students are equipped for all lessons.

Guidance is informed by the latest Department for Education (DfE) *Using pupil premium: guidance for school leaders* and the Education Endowment Foundation's (EEF) *Guide to the Pupil Premium*. These publications underpin our strategy for planning, implementing and evaluating Pupil Premium spending. [Using pupil premium: guidance for school leaders - GOV.UK](#)

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our priority will be focused on 'diminishing the difference' for those pupils not on track to make expected progress at the end of each Key Stage. There will be a focus on ensuring that attainment and progress for more able disadvantaged pupils is at least in line with other more able pupils. Supporting good punctuality, attendance and Behaviour for Learning will also be a key part of the extra support provided.

As part of the additional provision made for students who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately assessed and addressed through termly student progress meetings.

The Assistant Head Teacher, in conjunction with identified school leaders, will maintain the on-going programme of support for socially disadvantaged students, which will be subject to the oversight of the Governors' Raising Achievement Committee / Strategic Development Committee.

4 Reporting

- It will be the responsibility of the Headteacher/Assistant Headteacher, or a delegated member of staff, to report to the Governors on:
 - the progress made towards diminishing the difference, for socially disadvantaged pupils.
 - an outline of the provision in place in the school.
 - an evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference', for socially disadvantaged pupils.
- This information will be made available to parents/carers on request and will also be published on the school's website.
- This information will be carried out mindful of any requirements published by the Department for Education.

5 Success Criteria

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially this will be in English and Mathematics.

The evaluation of this policy will be based on how quickly the school can 'diminish the difference' between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included within the School's Improvement Plan.

The Pupil Premium programme will be evaluated using the following criteria:

- Early identification of and intervention and support for socially disadvantaged children
- The vast majority, of, socially disadvantaged children will meet their individual targets.
- Effective parental-carer liaison.
- Having an effective system for identifying, assessing, and monitoring students.
- Having a whole-school approach to supporting progress.
- Creation of a positive school atmosphere in which students' differences are recognised and valued as full members of the school community, developing confident and independent learners.

The 5 key principles underpinning the Pupil premium programme include:

- Behaviour and culture
- Fluent literacy and numeracy
- Ambitious knowledge curriculum
- High quality instruction
- Individual barriers addressed