

# St Richard's Catholic College

## Pupil Premium Policy



**The Policy was approved by the Governing Body: October 2025**

**Chair of Governors: K Eydmann**

**The Governing Body will review the policy in October 2026**

In the community of St Richard's, all pupils are entitled to be equally valued. This principle is clearly defined in our Mission Statement:

*"St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect. Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential. We enable all to flourish and grow together in friendship and in faith. We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future. We endeavour to cherish our school motto of Community, Charity and Knowledge.*

***'I have come so that all may have life, and live it to the full.'*** (John 10:10)."

## **Introduction**

We believe pupils identified as Pupil Premium have the right to the same expectations of education as all others, even if they may be disadvantaged and may not have the same levels of support outside of school that other pupils enjoy. Pupil Premium Pupils should be allowed a full educational experience at St Richard's, fully participating in the life of the school and achieving their potential. This Pupil Premium Policy sets out the additional care we expect to provide and it reflects our ambition to close the experiential and academic gap between Pupil Premium Pupils and non-Pupil Premium Pupils.

The DfE has given us the freedom to use the Pupil Premium funding as we see fit, based upon our knowledge of our pupils' needs:

*'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, we are accountable for the use of this additional funding. A breakdown of how this funding was used last year is available on our website.

We follow the recommendations of Professors Alan Dyson and John Dunford (the former DfE Pupil Premium champions) as well as research by Marc Rowland, using a mix of systemic approaches (*Responds to need, Focused on multiple outcomes, Uses context driven approach, Schools act with partners*) and Focused (*Target at Pupil Premium exactly, Focus on attainment, Use proven interventions (Education Endowment Fund (EEF) toolkit), Schools act alone*) in order to eliminate the gap, produce long term impacts on Pupil Premium pupil progress and experiences.

## **The Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for Free School Meals (FSM) at any point over the last six years (known as "Ever 6 FSM"). The Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

**Free School Meal Entitlement:** pupils recorded on the October 2023 school census who were eligible for Free School Meals (FSM) on any of the termly censuses in the previous 6 years. Each pupil will only be counted once. This includes eligible children of families with no recourse to public funds (NRPF).

**Rates** for 2024/25: £1,050 per eligible secondary pupil.

**Adopted from Care Entitlement:** pupils recorded in the October 2024 census who were looked after by a Local Authority immediately before being adopted, or who left Local Authority care on a special guardianship order or child arrangements order (previously known as a residence order). These pupils are collectively referred to as Post-LAC in the conditions of grant. From 1 April 2023, pupil premium eligibility for pupils who have been adopted from care or have left care will include children adopted from outside of England and Wales.

**Rates** for 2024/25: £2,570 per eligible pupil.

**Service Children Entitlement:** pupils recorded in the October 2023 census, or in any school census in the last 6 years, as being a 'service child'. To qualify, they will have a parent who is serving in HM Forces (or in the armed forces of another nation and is formally stationed in England), or they receive a pension under the Armed Forces Compensation Scheme/War Pensions Scheme.

**Rates** for 2024/25: £340 per eligible pupil.

**Looked After Children Entitlement:** pupils who have been in care for at least one day during the year ending March 2025, as recorded in the March 2024 children looked-after data return (SSDA903), and aged 4 to 15 as at 31 August 2024.

**Rates** for 2024/25: £2,570 per eligible pupil.

### **Purpose of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment and experiential gaps which currently exist between our disadvantaged pupils and their peers. As a school in receipt of Pupil Premium funding, we are accountable to our parents, and the school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

We are aware that under The School Information (England) (Amendment) Regulations 2016, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish for the previous academic year—

- (i) how the pupil premium allocation was spent;
- (ii) the impact of that expenditure on eligible and other pupils.

They must also publish a statement as to the school's strategy in respect of the pupil premium allocation for the current academic year ("pupil premium strategy") —

- (i) the amount of the school's pupil premium allocation
- (ii) a summary of the main barriers to educational achievement faced by eligible pupils of the school
- (iii) how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
- (iv) how the school is to measure the impact and effect of its expenditure of the pupil premium allocation
- (v) the date of the school's next review of its pupil premium strategy.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals, including children funded through the Service Premium, cannot be identified.

### **How we will make decisions regarding the use of the Pupil Premium Allocations:**

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

- 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 transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted and DfE are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM 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 FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- 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.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body.
- Recognise the fact that FSM pupils are not a homogeneous 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.
- 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.
- Use the Pupil Premium to narrow the gaps in cultural and social experiences

### **How will we support our Pupil Premium pupils?**

- All teaching and support staff will know who the Pupil Premium pupils are.
- They will know their entry level data (KS2 levels), as well as current progress.
- In line with all pupils in the college, Pupil Premium pupils will have targets set to reflect all data on the pupil (our own tests, Cognitive Ability Tests (CATs) and profiles from the transition programme) so we can close any gaps already in place.
- St Richard's has a no excuse policy with regard to progress and attainment so that all staff expect Pupil Premium pupils to make at least as much progress as other pupils in the school. We analyse any barriers to learning and act to mitigate them.
- High quality teaching will form the backbone of support and our extensive programme of CPD and monitoring will ensure staff deliver on this front including providing support through a Graduate Tutor.
- Additional support in literacy and maths for Pupil Premium pupils is another vehicle for closing the gap.
- 1-to-1 and small group tuition will take place where it is most effective, i.e. mainly in Years 7 and 8, in specific areas such as literacy or numeracy as well as at KS4 in Maths and English.
- Where appropriate, the curriculum will be adapted to help Pupil Premium pupils e.g. by reducing some subjects to provide more English and maths support, or using an off-site provider.
- Internal staff and outside agencies will help strengthen links with home e.g. by arranging transport for Parent Evenings or doing home visits.
- Pastoral Leaders check attendance by parents of Pupil Premium pupils and provide support to improve the attendance of those pupils.
- Prep Club and Prep Club Plus will support Pupil Premium pupils with homework.
- A room is in use at lunchtime with a Teaching Assistant in support to further help.
- A lunch club is available every lunch-time to support any pupil who may need pastoral support or a more structured environment at this time.
- Help will be given to make sure Pupil Premium pupils access curriculum trips and other extracurricular activities and clubs.
- Pastoral care of Pupil Premium pupils will be a priority and involve many support programmes and agencies.
- Use will be made of pastoral support such as counsellors and/or a pastoral TA for pastoral interventions.
- We will use catch up funding to support pupils who have an identified need pastorally and/or academically following lockdown as a result of the pandemic, including providing Summer Schools to our new Year 7 and older groups.

Essentially, funding is provided to meet an individual's need as appropriate, working with the pupil, staff and home.

## **Expectations of Staff**

The Principal and Leadership and Management Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. The Assistant Headteacher with responsibility for Pupil Premium is responsible for coordinating the implementation of this policy and monitoring outcomes.

Governors will receive regular reports to ensure that they are aware of:-

- The 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 teaching and non-teaching staff will aim to:-

- 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 enables pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to the highest 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 a proven track record in narrowing the gaps in attainment and achievement.
- We will 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.

## **Links to other Policies and Documentation**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our College Improvement Plan (CIP) and Self Evaluation Form (SEF). There will also be references to disadvantaged pupils in minutes of meetings involving Governors, the whole staff, and the Leadership and Management Team.