

St Catherine's Catholic Primary School



Pupil Premium Policy

MISSION STATEMENT

GROWING IN FAITH

Our vision at St Catherine's Catholic Primary School and all we do, and aspire to be, is centred on the love, life and teaching of Jesus, and rooted in the faith of the Catholic Church.

AIMING FOR EXCELLENCE

Our aim is to build a loving, happy, safe and welcoming school where everyone has the opportunity and support to recognise, celebrate and develop their God given gifts and talents, learning in a creative and friendly school family.

LEARNING FOR LIFE

Journeying together with each other, we work in harmony to provide outstanding Catholic Education for all our pupils preparing them to fulfil their mission to the world in which we live.

Policy Adopted: December 2025

To be reviewed: December 2026

Aims

Our vision for our pupils is that when they have finished their time at St Catherine's, they walk out the door brimming with confidence, that with the support of God, they can go and make a difference in this world.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

This policy aims to:

- Provide background information about the Pupil Premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on Pupil Premium spending
- Summarise the roles and responsibilities of those involved in managing the Pupil Premium in school

Rationale

Pupil Premium was introduced by the Government in April 2011 to provide additional support for looked after children, service family children and those from low income families. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged backgrounds and their peers.

Evidence has made it clear that the most effective schools are able to narrow the gap through high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations, targeted catch-up and enrichment activities. These factors are all key in helping children from disadvantaged backgrounds to achieve their best.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need. The Pupil Premium is in addition to the school budget.

Our school mission statement is:

Growing in Faith, Aiming for Excellence, Learning for Life

In order to follow our school mission, we need to ensure we are providing the best education and opportunities for all children, including those who are eligible for Pupil Premium.

The Pupil Premium team at St Catherine's
Pupil Premium Champion: Lucy Cooper
Governor: Rosaleen Murphy

Legislation and Guidance

This policy is based on the [Pupil Premium allocations and conditions of grant guidance 2025 to 2026](#), published by the Education and Skills Funding Agency (ESFA).

Purpose of the Grant

The Pupil Premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

Use of the Grant

Our decision making on how to use the Pupil Premium in our school is based on the following principles:

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being disadvantaged.
- In making provision for children we recognise that not all who receive free school meals will be socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our spending strategy is informed by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#). We ensure that we are aligned with the DfE's 3-tiered approach which recommends that our activities must:

- Support the quality of teaching, such as staff professional development
- Provide targeted academic support, such as tutoring
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the Pupil Premium and activities align with the DfE's 'menu of approaches' and we make sure to do the following when considering how best to allocate funding:

- Consider the context of our school and the main challenges or barriers our disadvantaged and vulnerable pupils face
- Use evidence, such as learning from what works in our school, to inform our decisions on Pupil Premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents/carers to take their views on their child's needs into account
- Make sure we use our Pupil Premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for our pupils, based on evidence)

- Integrate Pupil Premium interventions into the curriculum when necessary
- Make sure all staff promote the principles and ethos of the Pupil Premium strategy

Provision

All pupils eligible for Pupil Premium are offered support above and beyond that of their peers to ensure that any attainment gap is narrowed and accelerated progress may be achieved. The provision of Quality First Teaching is fundamental in reducing attainment gaps and significant CPD focus is always given to the development of this each academic year.

Some examples of how the school may use the grant include, but are not limited to:

- Pupils receiving Pupil Premium work in an adult-supported group. This may involve working with the teacher or the teaching assistant.
- Pupils may receive extra 1:1 or small-group support.
- Pupils may receive catch-up interventions where they are falling behind. These will be run by teaching assistants or teachers and may happen in or outside of the school day.
- Pupils will be invited to homework club for support with their learning outside of the classroom and will be invited to additional tuition sessions led by teaching staff.
- The Pastoral Support Assistant will provide nurture groups for pupils in need of emotional support and outside agencies will be involved when necessary. This is an addition to the use of Zones of Regulation.
- Funding is available to cover the cost of some trips, residential and enrichment activities to ensure pupils are given the same opportunities as their peers.

We will publish our strategy statement on the school's use of the Pupil Premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on GOV.UK. Our Pupil Premium strategy statement is available [here](#).

Funding Arrangements

Funding will be used to support academic development and also support the social and emotional wellbeing of our Pupil Premium pupils. As a school, we believe that extra-curricular activities and creative curriculum experiences such as trips, clubs, visiting speakers, musical and sporting experiences help to deepen the learning experience offered to our children and therefore support progress. For this reason, we use the Pupil Premium funding to subsidise/cover the cost of these experiences so that all pupils have access.

In order to ensure the Pupil Premium funding is spent effectively to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fence the funding so that it is always spent on the target group of children;
- Support high achieving Pupil Premium children through challenge to accelerate progress;
- Focus on supporting disadvantaged children to achieve the highest levels;
- Thoroughly analyse which children are underachieving, particularly in English and Mathematics, and intervene appropriately;
- Use research evidence to allocate the funding to the activities that are most likely to have an impact on improving achievement;

- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner;
- Review the effectiveness of interventions regularly;
- Use achievement data frequently (through termly pupil progress meetings and lesson drop-ins) to review and assess the provision in place;
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Ensure that leaders have a clear overview of how the funding has been allocated and the difference it is making to the outcomes for children;
- Develop well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;
- Hold discussions about children eligible for the Pupil Premium in performance management meetings;
- Assign a governor to be responsible for and have an oversight of the Pupil Premium. Make Pupil Premium a regular standing item on Governor agendas;
- Closely track the allocation of funding and account for spending (School Business Manager);
- Ensure that all children have equal access to residential and non-residential educational visits.

The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. Pupil progress meetings take place regularly with SLT and have Pupil Premium as an agenda item.

Eligible Pupils

We will be pro-active in identifying pupils who are eligible for funding to ensure that further support can be offered as soon as possible. All families of new pupils to the school will be required to complete a form to help us identify if they could be eligible for funding. In addition, reminders are sent out to all families stating that a change of financial circumstances could mean a change in eligibility.

The Pupil Premium is allocated to the school based on the number of eligible pupils. Eligible pupils fall into the categories explained below.

[Ever 6 free school meals](#)

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent October census. This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

[Looked-after children](#)

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Monitoring and Review

It will be the responsibility of the Pupil Premium Champion to produce reports to the Governing body, providing them with information about:

- The progress made towards narrowing the gap for socially disadvantaged children;
- The provision that was made since the last meeting;
- Evaluations of the cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support.

This policy will be reviewed annually to ensure that it continues to meet the needs of the school community and any statutory requirements.