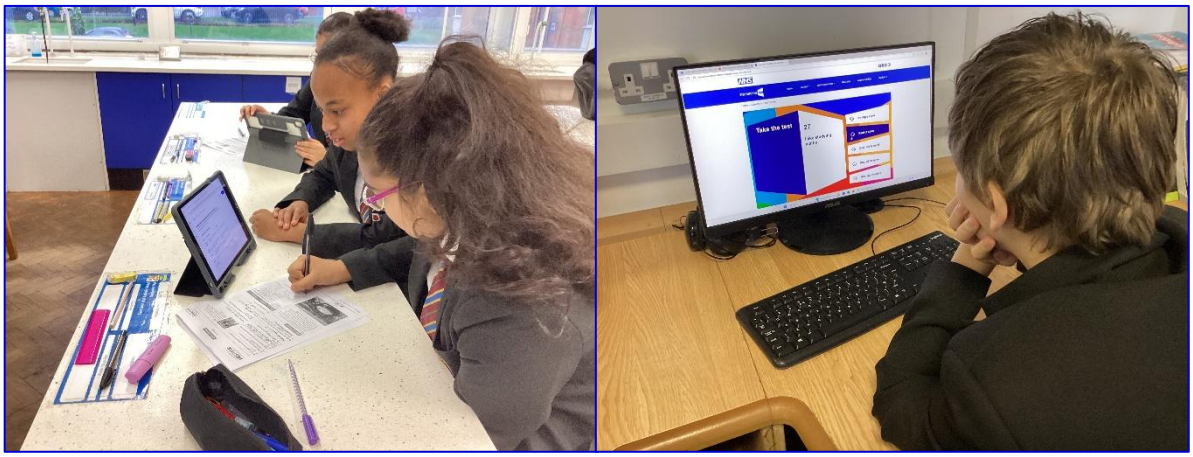

Pupil Premium Policy (Incorporating the Pupil Premium Strategy)

"The Spirit of the Lord GOD is upon me, because the LORD has anointed me to bring good news to the poor; he has sent me to bind up the brokenhearted, to proclaim liberty to the captives, and the opening of the prison to those who are bound…"
Isaiah 61:1

Pupil Premium Policy (incorporating the Pupil Premium Strategy – see website)

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 gaps which currently exist between our disadvantaged pupils and peers.

The DfE has given us freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs and evidence of effective practice. 'It is for school leaders to decide how to use their pupil premium within the framework set out in the menu'.

However, we are accountable for the use of this additional 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.

We are aware that under The School Information (England) Regulations 2012, 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 '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 the expenditure on the educational attainment of those pupils at the school in respect of whom granting was allocated'. We are aware that we must use the Pupil Premium strategy statement template provided by the DfE to publish our statement.

Through the statement 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 Pupil Premium cannot be identified.

How we will make decisions regarding the use of pupil premium

We will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

We will use the latest evidence-based research on proven strategies which work to drive maximum impact from the Pupil Premium, raise the educational attainment of disadvantaged pupils and adapt these as necessary to meet the needs of our pupils.

As per the DfE's guidance, we will use the pupil premium in line with the 'menu of approaches' set by the DfE, developed in line with the EEF's 3-tiered approach. In line with the EEF's recommended approach, we will prioritise high quality teaching, but the exact balance of spending between tiers will be dependent upon the needs of our pupils. In line with the conditions of grant, any activity that we fund using the pupil premium will fall under an approach listed in the table below.

3 tiers	Approaches that we could implement
High-quality teaching	Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Pupil coach deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including summer schools
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents
Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.	

We will be transparent in our reporting of how we have used the Pupil Premium, so that our parents and Ofsted are fully aware of how this additional resource has been used to make a difference.

We will 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 attached to claiming FSM.

We will be mindful and fully aware of the fact that eligibility does not equate with pupils being considered to be of low ability or SEN because of their social circumstance.

We will ensure that there is a robust monitoring and tracking system that allows us to account for the use of the Pupil Premium.

We will recognise that all disadvantaged pupils are not a homogenous group and cover a wide range of needs. Therefore, strategies used to raise attainment will take this into account.

We will use Pupil Premium for all year groups and not just those taking examinations.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to support in raising the educational attainment of our pupils.

It will be the responsibility of the Assistant Headteacher, with support of other members of the Senior Leadership Team for implementing this policy. Our disadvantaged pupils achieve better than non-disadvantaged pupils nationally and members of the Senior Leadership Team will ensure that this is sustained through:

- making all staff aware (through the appraisal process) of their responsibilities in ensuring disadvantaged pupils make expected progress or better.
- ensuring that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- ensuring that staff are aware of their responsibilities in ensuring equality of opportunity by broadening opportunities and experiences for disadvantaged pupils.
- monitoring the progress made towards narrowing the gap for disadvantaged pupils, and evaluate the impact of spending on engagement, participation, achievement, and preparation for the next stage. This information will be used to adapt approaches and take further actions.

Teaching and support staff

Teaching and support staff will:

- Be aware of all pupils receiving pupil premium in their lessons
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability' or SEN
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver the curriculum and lessons to a high standard and support the acceleration of learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of pupils in their class through scaffolded planning and adaptive 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 record in narrowing the gaps in attainment and achievement
- Engage in professional development opportunities suited to their particular needs and role. This will support them in implementing strategies to accelerate progress of pupils and narrow the gaps.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps in implemented. The Assistant Headteacher in charge of Pupil Premium and

members of the Senior Leadership Team are responsible for the implementation of this policy.

Our governing body will keep our work under review so that they can monitor the use of 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 achievement) and qualitative (surveys, pupil response, etc.) data as evidence.

At the end of the academic year, our governors will ensure that there is an annual report to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had. This will be published on the website as part of the next year's Pupil Premium Strategy Statement.

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. Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using.

Pupil Premium Plus

The Virtual School Headteacher (VSH) is responsible for the use of PPP for looked after children (LAC) in Birmingham. Looked-after and previously looked-after children achieve significantly poorer outcomes than non-looked after children. Our designated teacher will work VSHs to ensure that the pupil premium benefits looked after children in our school, raises their attainment and is used on evidence informed interventions linked to their Personal Education Plans, in line with the menu of approaches.

All decisions about the spending of PPP+ funds are made at termly PEP meetings in conjunction with the Virtual School Headteacher, the social worker, carer, school and the pupil.

Please note that the Pupil Premium strategy statement is found on the school's website on Saint John Wall Catholic School - Pupil Premium (sjw.bham.sch.uk)

Ratified by Governors: 12/10/2026
Next Review Due: 12/10/2027
This policy will remain in force beyond the review date if no updates are required)