



*Learning together in faith*

**Holy Cross Catholic  
Multi Academy Company**

**Pupil Premium Policy**

Responsible for Policy	Marina Kelly
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## 1. Introduction

- 1.1 Catholic schools aim to be places where love of one's neighbour is obvious at all times. As St. John reports, Christ said to His disciples at the Last Supper 'This is my commandment, that you love one another, as I have loved you'.
- 1.2 Catholic schools are staffed by teachers and support staff who are not only qualified and expert in their own field but who also, having freely chosen to work in a Catholic institution, commit themselves to care for and support each other in every way possible consistent with the teachings of Christ, Gospel values, Catholic doctrine, and the ethos of the school.
- 1.3 Holy Cross Catholic Multi Academy Company (MAC) has adopted this policy to enable all pupils to reach their full potential and to positively support those pupils who are eligible for pupil premium funding.
- 1.4 All members of our school communities have a duty to ensure that Gospel values underpin the relationships within the school and should draw on the guidance offered in 'Christ at the Centre'. Whilst not definitive, the core values based on the Beatitudes may be summarised as follows:
  - faithfulness and integrity;
  - dignity and compassion;
  - humility and gentleness;
  - truth and justice;
  - forgiveness and mercy;
  - purity and holiness;
  - tolerance and peace;
  - service and sacrifice (Christ at the Centre' 2008 Fr Marcus Stock STL MA).
- 1.5 Holy Cross Catholic MAC acknowledges its obligation to support *all* pupils in MAC schools to develop and achieve.
- 1.9 This policy will be applied in accordance with statutory regulations for the governance of Holy Cross schools which may apply at any time in accordance with the procedures and delegations adopted by Holy Cross Catholic MAC under those regulations.
- 1.12 This policy is for use by Holy Cross Catholic MAC and some academies' governance terminology differs within Archdiocesan Multi Academy Companies. This policy uses the term Director to represent Trustees of the Company. The term Local Governing Body is used throughout.

## 2. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that 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

## 3. Legislation and guidance

This policy is based on the **pupil premium allocations and conditions of grant guidance 2022 to 2023**, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

## 4. 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 that they can reach their full potential.

## 5. Use of the grant

All schools in the MAC will complete the DfE pupil premium template on an annual basis by 31 December which will identify how the pupil premium funding is used in their setting. This will include references:

- How the school's spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Schools will explain how their use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states that school activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and

- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

School use of the pupil premium and activities should align with the DfE's 'menu of approaches'.

Schools should cover how they:

- Consider the context of the school and the main challenges or barriers disadvantaged and vulnerable pupils face, and list some of these if appropriate
- Use evidence, such as learning from what works, to inform decisions on pupil premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents to take their views on their child's needs into account
- Make sure the school uses its pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for pupils, based on evidence)
- Integrate pupil premium interventions into the curriculum (schools may detail what changes are needed to existing ways of working)
- Make sure all staff promote the principles and ethos of the pupil premium strategy

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

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding English classes for children who speak another language

Schools will publish their 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 (see Appendix1).

## 6. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in each year group.

Eligible pupils fall into the categories explained below.

### **6.1 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.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### **6.2 Looked-after children**

Pupils who are in the care of, or provided with accommodation by, a local authority 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.

### **6.3 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.

### **6.4 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.

## **7. Roles and responsibilities**

### **7.1 MAC Board of Directors**

- Keeping this policy up to date, and ensuring that it is implemented across all schools.
- Holding the Catholic Senior Executive Leader (CSEL) to account for the implementation of the policy across all schools.

### **7.1 Headteacher and senior leadership team**

The headteacher and senior leadership team are responsible for:

- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium 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.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

## **7.2 Governors**

The Local Governing Body (LGB) is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

## **7.3 Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

## **8. Monitoring arrangements**

This policy will be reviewed annually by the Board's Quality Committee. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.



**DfE Template for reporting on pupil premium spending in schools**

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

## Pupil premium strategy statement – [insert school name]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

## Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>
2	
3	
4	
5	

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*