



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Pupil Premium Policy

Version 2
April 2025



One of four Catholic Multi
Academy Trusts in the
Diocese of Nottingham



Document Provenance

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‘So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.’

Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord’s will “today rather than tomorrow”. All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision.

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

‘Growing in faith, serving with love, transforming our world; together in Christ’.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust’s Pupil Premium Policy has its foundations in the teachings of Jesus Christ and the Trust’s core mission of growing in faith and serving with love. To that end every academy is committed to a culture of ensuring every child achieves their full potential regardless of their starting point. Teachers will pro-actively identify and help overcome all barriers to learning.



1. Introduction and Purpose

1.1. The pupil premium grant provides funding directed at improving educational outcomes for disadvantaged pupils in schools in England. Using evidence-based support and interventions schools use the funding to directly support reducing the gap between pupils deemed 'disadvantaged' and their peers. Children are considered disadvantaged if they are:

- eligible for free school meals (or have been eligible in the last 6 years, known as Ever 6).
- Looked after, including continuously for more than six months, or
- Children of parents that are working in the armed forces.

2. Funding and Allocation

2.1 The pupil premium is allocated to schools for pupils between the ages of 5 and 16 and should be used to close the gap in attainment between these pupils and their peers.

3. Accountability

3.1 Academies are best placed to assess their pupils' additional needs and tailor funding accordingly. Ofsted inspections report on how the use of pupil premium funding affects:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.
- The take up of opportunities aligned to the Personal Development offer, monitoring this to ensure disadvantaged pupils have full access.

4 Key Principles

4.1 Our Catholic ethos is central to our use of the Pupil Premium to ensure every child flourishes academically, socially, and spiritually. To that end every school will ensure:

- High expectations for all pupils—deprivation and challenge are not equated with low ability.
- Holistic focus—not all FSM pupils are socially disadvantaged, and not all socially disadvantaged pupils qualify for FSM.



- Curriculum enrichment—a strong emphasis on vocabulary, language acquisition, oracy, and reading.
- Evidence-based strategies—our approach is informed by research from Derby Research School and ongoing self-evaluation.
- Inclusion—support is integrated within classrooms to avoid social isolation.

5 Making Decisions Regarding Pupil Premium Use

5.1 When determining how to use pupil premium funding, we consider the specific challenges of our academy and pupils:

- Common barriers for FSM pupils include limited home support, weak language skills, and lower confidence.
- Personalised support—pupils who also have SEND receive tailored interventions in collaboration with the SENDCo.
- Transparent reporting—parents, stakeholders, and Ofsted are informed about how funding is used.
- Knowledge retrieval focus—our curriculum is designed to help pupils build and retain essential knowledge across subjects.
- High-quality teaching and interventions, guided by evidence from Derby Research School, are the primary methods for closing attainment gaps.
- The Personal Development curriculum ensures pupils receive holistic support that nurtures their spiritual, moral, social, and cultural growth in a faith-centred environment."

6 Roles and Responsibilities

6.1 Senior Leadership Team (SLT) Responsibilities

The Headteacher and SLT will ensure that:

- All staff understand their role in narrowing the knowledge and skills gaps.
- Professional development supports high-impact strategies.
- The impact of strategies is monitored and evaluated effectively.
- Pupil Premium Leads attend termly Trust-wide meetings
- Publish to their website annually their Pupil Premium Strategy.

6.2 Teaching and Support Staff Responsibilities

All teaching and support staff must:

- Maintain high expectations for all pupils.
- Use inclusive teaching methods that support disadvantaged pupils.



- Plan and deliver oracy-rich lessons that develop communication skills.
- Adapt teaching to suit knowledge retrieval techniques to aid retention and understanding.

7 Governance and Accountability

7.1 Each Senior Leadership Team and Local Governing Body will:

- Review pupil premium impact termly using quantitative and qualitative data as part of their scrutiny of the Headteacher's Report.
- Ensure timely adjustments are made to underperforming strategies.
- Ensure the academy publishes to their website an annual impact statement detailing how funding has been used.

7.2 The Curriculum and Standards Committee and Central Leadership Team will:

- Review annually the Pupil Premium Strategy to ensure it continues to deliver impact for those that most need support.
- Ensure best practice is being shared to the benefit of all pupils across the Trust.

8 Measuring Impact

8.1 Impact will be monitored through:

- Regular monitoring of disadvantaged pupils' attainment and progress.
- Evaluation of interventions to ensure cost-effectiveness.
- Strong communication between pastoral and curriculum teams.
- Tracking of knowledge retrieval and oracy development within classroom settings.
- Termly reporting to governors and trust leadership.

9 Outcomes

9.1 The purpose of this policy is to ensure:

- Disadvantaged pupils are identified and monitored effectively.
- Attainment gaps narrow compared to national averages.
- Disadvantaged pupils are prioritised in receiving opportunities through the schools Personal Development offer.
- Pupils develop confidence, independence, and aspirations.
- The curriculum ensures deep learning, knowledge retention, and improved oracy skills.



10 Dissemination and Monitoring

- The policy and strategy document will be published on the academy website.
- Be made available in staff handbooks and included in new staff inductions.
- Reviewed annually by the Trust's Director of Performance and Standards and Pupil Premium Lead.
- Compliance will be monitored by the Curriculum and Standards Committee.

This policy aligns with the Catholic ethos of nurturing every child's God-given potential and ensuring no child is left behind academically, socially, or spiritually. It also reflects the Trust's mission and is underpinned by evidence-based research from Derby Research School.