

The Federation of The Annunciation Catholic Schools



'Be who God meant you to be and you will set the world on fire'

St Catherine of Siena

Pupil Premium Policy

Approved by: Governing Board

Date: September 2025

Last reviewed on:
September 2025

Next review due by:
September 2026

Pupil Premium Policy

At the Annunciation Junior School all pupils, including the disadvantaged and the highly gifted, are regarded as unique individuals and we strive to offer them the necessary challenge and support to meet their academic needs.

Background

Material deprivation can influence children's educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there can be a gap between the attainment of pupils from deprived backgrounds and others at all stages of education. The additional funding provided through pupil premium funding was introduced by the government in April 2011 in order to help schools to close this academic gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been 'looked after' and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The Ofsted inspection framework, under which inspectors focus on the attainment of different pupil groups including those who attract the pupil premium.
- The annual pupil premium reports for parents that schools are required to publish online.

Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability

- We recognise that not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the academic needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups and additional pupil premium funded support is put in place where pupils are not on track to meet their individual targets. This support may take place during the school day or outside of it.
- Research, trialing and self-evaluation are used to allocate the funding to activities and interventions that are most likely to have an impact on achievement
- In providing support we will strive not to socially isolate pupils. Pupils identified to receive additional academic support will sometimes be a mix of pupil premium pupils and non-pupil premium pupils but where a need for intervention exists they may be predominantly pupil premium.

Provision

- Provision will be individual, paired and groups. This will place during specifically allocated curriculum time or during before/after school sessions.
- Homework support will be available.
- Interventions will be offered for maths, reading, writing and spelling.
- Children will be challenged and will have access to the curriculum through appropriate support.

Where appropriate, additional funded support will be offered during school time and either before or after the normal school day. For example, funding is used to provide release time for teaching staff to work with individual pupils or small groups on a weekly, timetabled basis in school hours. It also funds support staff to deliver before/after school interventions and an increased level of support staff to work with pupils in school time.

Roles and responsibilities

Governing Body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the Head teacher and presented in the School Improvement Plan (SIP)
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils
- There is a designated governor who is responsible for ensuring that the pupil premium grant is used to support eligible pupils within the context

of this policy and for evaluating the impact of increased support on the achievement of targeted pupils

Head teacher and SLT

- At The Annunciation Junior School the head teacher retains overall responsibility for leading the pupil premium strategy
- The assessment subject leader will produce trajectory targets for diminishing the difference between pupil premium pupils and their peers.
- We will produce termly updates for the governing body, showing progress made by socially disadvantaged pupils and end of year projections for each academic year
- A member of SLT, or wider leadership in conjunction with SLT, will have overall responsibility for evaluating the impact of the support programme

Subject leaders

Subject leaders are responsible for the progress of all pupils within their subjects and they will contribute to reports to the governing body

Improving the performance of disadvantaged pupils is the responsibility of all staff

All teaching staff are expected to work in partnership with TAs to ensure that the needs of different learning groups including those who qualify for additional funded support are effectively met

All teaching staff are expected to have an in-depth knowledge of all pupils they teach and support, especially those pupils on the SEND register and those who qualify for additional funding through the pupil premium grant

Class and subject leaders are responsible for the progress made by all pupils. All staff will give clear feedback that helps pupils to improve their work

Evaluating Impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria

Short Term

- Through careful planning an effective strategy for supporting pupil premium pupils will be put in place. There will be strong commitment to this strategy by all stakeholders

- Resources, including staffing, will be purchased or provided and sufficient support in place so that the actions in the SIP are being implemented

Medium Term

- As a result of an effective CPD programme including the skills and expertise of all staff are being enhanced
- Evaluation through scrutiny of pupils' work and observations show that teaching and learning strategies are producing faster progress for all pupils
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets

Long Term

- Successive cohorts will meet their targets and this will result in narrowing the attainment gap between pupils benefitting from pupil premium funding and their peers
- The progress gap-socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- The attainment gap-accelerated progress will result in closing the gap in comparison to the attainment of their peers

This policy will be reviewed annually