



St Peter's
Collegiate Academy

Pupil Premium Policy

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| Owner: | AP: Christian Distinctiveness |
| Last Reviewed and Adopted: | January 2025 |
| Next Review: | February 2026 |

Numquam Frustra



'Life in all its fullness'

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Statement of intent

“Above everything, love one another earnestly”.

1 Peter 4:8

Our vision at St Peter’s Collegiate Academy, rooted in our Christian values, of service, respect, and aspiration, underpins our firm belief that the highest possible standards can only be achieved by having the highest expectations of all learners. We recognise that if we are to support our students in their quest for knowledge and wisdom, help them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness that students from disadvantaged backgrounds will require additional support. Therefore, we are committed to using all the resources available, including the Pupil Premium Grant (PPG).

Introduction

The DfE has given us the freedom to use the PPG as we see fit, based upon our knowledge of our pupil needs: ‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

However, we are accountable for the use of this additional funding. A detailed breakdown of how this funding was used last year is available on our website.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for looked after children, adopted children and the children of service personnel.

The PPG per pupil for 2024 to 2025 is as follows:

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| Pupils in years 7 to 11 recorded as receiving free school meals | £1050 |
| Looked after Children (LAC) defined in the Children Act 1989 as one who is £1050 in the care of, or provided with accommodation by, an English local authority | £2570 |
| Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order | £2570 |
| Pupils up to Year 11 recorded as a Service Child or in receipt of a child pension from the Ministry of Defence | £340 |

Purpose of the Pupil Premium Policy

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 their peers. As an academy in receipt of Pupil Premium funding, we are accountable to our parents and the academy 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) (Amendment) Regulations 2016, Schedule 4 there is specified information which has to be published on a school's/academy's website.

Section 9 of this regulation requires schools/academies to publish for the previous academic year:

- (i) how the pupil premium allocation was spent; and
- (ii) the impact of that expenditure on eligible and other students.

They must also publish a statement as to the school's/academy's strategy in respect of the pupil premium allocation for the current academic year (formally known as "The Pupil Premium Strategy"):

- (i) the amount of the school's pupil premium allocation;
- (ii) a summary of the main barriers to educational achievement faced by eligible pupils of the school;
- (iii) how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach;
- (iv) how the school is to measure the impact and effect of its expenditure of the pupil premium allocation; and
- (v) the date of the school's next review of its pupil premium strategy.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

How we will make decisions regarding the use of Pupil Premium Allocations

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose, use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium funding, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- 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 or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Development of the Policy

It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our academy. In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED). There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Therefore, whenever significant decisions are being made, or policies being developed or reviewed, the academy will consider carefully the equalities implications. Our Pupil Premium Strategy and intent is compliant with the Equality Act 2010, we support the three main elements within our provisions:

1. Eliminate discrimination.

Monitoring and evaluation, and the analysis of data, takes place across the academy and is used within the improvement cycle at each Key Stage. Assessment data leads to judgments for key areas of improvement and development.

2. Advance equality of opportunity

St Peter's Collegiate Academy is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it and has put a range of approaches in place to ensure that this happens. The academy monitors and evaluates, frequently and regularly, the attainment and progress of all pupils and looks at the performance of groups who share a protected characteristic, in this instance those who share the characteristic of Pupil Premium and compare their performance with those who do not. Interventions are then planned and implemented to close any disparities in performance.

3. Foster good relations across all characteristics

St Peter's Collegiate Academy adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows: The academy participates in fund raising for many charities supporting local, national and global issues, which are understood and supported by pupils. In our recent SIAMS report it was recognised that positive relationships underpin the work of the academy which results in a culture of love and respect for each other. The impact of this is an academy where every person feels valued, respected and safe. Governors demonstrate a high level of engagement with the school in areas such as health and safety, Social, Moral, Spiritual and Cultural development, SEND, Pupil Premium and equality.

For some of our students, for example minority ethnic children, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2024, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other Policies and Documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our Academy Development Plan (ADP) and Self Evaluation Form (SEF). There will also be references to disadvantaged pupils in minutes of meetings involving governors, the whole staff, and the senior leadership team.

Roles and Responsibilities

We expect all members of our academy community, particularly teaching staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

Principal and Senior Leadership Team

The Principal, both Vice Principal's and Assistant Principal for Christian Distinctiveness are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to enable them to accelerate pupil's progress and attainment. Through performance management arrangements and strong communication, narrowing the attainment gap will be a key priority for all the

academy community and will be championed by the Senior Leadership team. It will be the responsibility of the Principal to include the following information in the annual report to Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Assistant Principal with responsibility for Christian Distinctiveness is responsible for coordinating the implementation of this policy and monitoring outcomes. They will also monitor the use of the Pupil Premium spending on a termly basis to track the allocation and use of Pupil Premium funding and to provide information to the Senior Leadership team to enable evaluation and measurement of the benefits derived from the funding.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to the highest standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through adaptive planning and 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.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing body

Our governing body has an important role in ensuring our academy complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The Chair of Governors is responsible for ensuring the implementation of this policy. The governing body will keep under review the work in narrowing the performance and attainment gaps and the benefits of the Pupil Premium provision will be formally monitored each term. In monitoring and evaluating the work of the academy in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year, governors will ensure that there is an annual statement published on the school website on how the Pupil Premium

funding has been used to address the issue of narrowing the gaps in our academy and the impact this has had on groups and individual pupils.

Monitoring

Our work in relation to the Pupil Premium will be reviewed on a termly basis as part of our ongoing data analysis cycle 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, rather than leaving things to the end of the year. The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the academy is having on narrowing the gaps. Increased funding that becomes available under the Pupil Premium Grant will be taken into account in the annual review. The importance of context is recognised and the evaluation of new strategies will be robust to ensure that the approach.

This policy was reviewed in January 2025 by the AP: Christian Distinctiveness and by the Local Governing Body in March 2025.

The next scheduled review of this policy is February 2026