

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning



PUPIL PREMIUM POLICY

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PUPIL PREMIUM POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”.

John 10:10

RATIONALE

St. Bede's Catholic Junior School fosters a truly Christian community which works together to facilitate the growth of the whole person and empowers each individual to experience:

“life in all its fullness.” (John 10:10)

Our Catholic mission underpins our commitment to equity, inclusion and excellence. We are determined that socio-economic disadvantage should not limit a child's achievement, participation, aspiration or future opportunities. Every pupil should be known, valued and supported to flourish.

The purpose of the Pupil Premium grant is to improve the educational outcomes of disadvantaged pupils. Schools must use the grant to accelerate disadvantaged pupils' progress, raise attainment and contribute to closing the national attainment gap between disadvantaged pupils and their peers.

At St. Bede's, our Pupil Premium Strategy recognises that some disadvantaged pupils enter Key Stage 2 with lower prior attainment, insecure foundational knowledge or reduced cultural capital. Some pupils experience **compounding disadvantage**, including SEND, SEMH needs, EAL, social care involvement or wider family vulnerability. Our response is therefore based on early identification, high-quality teaching, targeted support, strong pastoral provision and the deliberate creation of **accumulative advantage**.

ELIGIBILITY

For 2026–27, Pupil Premium funding is provided for eligible pupils including those who are recorded as eligible for free school meals, or who have been recorded as eligible within the previous six years, and previously looked-after children. Funding for looked-after children is administered through the relevant Virtual School Head. Service Pupil Premium is also available for eligible children from service families and has a distinct purpose, primarily supporting pastoral needs arising from mobility or parental deployment.

From September 2026, the Government has expanded entitlement to free school meals for pupils from households receiving Universal Credit. However, pupils who qualify only through the new Expanded FSM entitlement do not automatically attract Pupil Premium funding; Pupil Premium remains linked to the Targeted FSM criteria and other existing eligibility routes.

Pupil Premium is not a personal budget for an individual pupil. Funding may legitimately support whole-class or whole-school approaches where these are designed to improve outcomes for disadvantaged pupils. It may also benefit pupils with identified needs who do not themselves meet the formal eligibility criteria, provided the expenditure is consistent with the conditions of grant.

PRINCIPLES

St. Bede's will ensure that:

- disadvantaged pupils are identified and their needs understood through robust diagnostic assessment;
- high expectations are maintained for every pupil, regardless of starting point or background;
- **high-quality teaching is the first and most important response to disadvantage;**
- intervention is additional, purposeful and based on identified need rather than pupil labels;
- pupils experiencing overlapping disadvantage, for example **Pupil Premium + SEND + vulnerability**, receive enhanced monitoring and personalised support;
- barriers relating to attendance, wellbeing, communication, access, family circumstances or cultural capital are identified and addressed;
- provision is evidence-informed and evaluated for impact;
- financial disadvantage does not prevent pupils from participating fully in the curriculum or wider life of the school;
- decisions about spending are driven by pupils' needs rather than by a requirement to spend a fixed amount on each eligible child.

The DfE requires schools to spend Pupil Premium on evidence-informed activities within its **menu of approaches**, which is aligned to the EEF's three-tier model.

INTENT

Our Pupil Premium Strategy aims to ensure that disadvantaged pupils:

- make **expected or better progress**, with accelerated progress where pupils begin from insecure starting points;

- achieve increasingly in line with their non-disadvantaged peers;
- develop secure foundational knowledge in reading, writing and mathematics;
- receive consistently strong teaching, including effective adaptive practice and precise scaffolding;
- have rapid access to targeted intervention where gaps are identified;
- experience high-quality SEND, SEMH and pastoral provision where appropriate;
- attend school regularly and are supported promptly where attendance becomes a concern;
- develop strong vocabulary, oracy, confidence and independence;
- have equitable access to enrichment, leadership opportunities, cultural experiences and wider opportunities;
- leave Key Stage 2 confident, resilient and well prepared for secondary education.

These intentions directly reflect the eight intended outcomes set out within the school's current Pupil Premium Strategy.

STRATEGIC USE OF PUPIL PREMIUM

Pupil Premium expenditure at St. Bede's will be structured around the DfE and EEF three-tier approach.

1. High-Quality Teaching

The school will prioritise consistently expert teaching because this has the greatest potential to improve outcomes for disadvantaged pupils. Provision may include:

- high-quality teaching, modelling and explanation;
- adaptive teaching and scaffolding;
- responsive assessment and diagnostic analysis;
- live marking and effective verbal feedback;
- retrieval and recall;
- mastery approaches;
- metacognition and self-regulation;
- explicit vocabulary teaching and structured oracy;
- coaching, mentoring and professional development for staff;
- collaborative planning and lesson study.

This reflects the school's current strategy, which includes Quality First Teaching, Adaptive Teaching Clinics, Lesson Study Triads, metacognition, vocabulary pathways and structured talk routines.

2. Targeted Academic Support

Where assessment identifies gaps, pupils may receive additional targeted provision including:

- one-to-one or small-group tuition;
- foundational reading, phonics and literacy support;
- mathematics fluency and number-sense intervention;
- precision teaching;
- pre-teaching and post-teaching;
- speech, language and communication support;
- SENDCo-led specialist intervention;
- personalised learning programmes;
- appropriately deployed teaching assistant support.

Interventions must be purposeful, time-limited where appropriate and regularly evaluated to determine whether they are improving outcomes. The school's current strategy includes Foundational Skills Clinics, Precision Teaching, High-Frequency Tutoring, SENDCo Specialist Blocks and Language Boost provision.

3. Wider Strategies

The school recognises that barriers beyond the classroom can have a significant impact on achievement. Pupil Premium may therefore support:

- attendance and punctuality;
- SEMH and emotional regulation;
- pastoral and nurture provision;
- family support and parental engagement;
- breakfast club and practical support;
- enrichment and cultural capital;
- educational visits and residential experiences;
- leadership opportunities and pupil voice;
- resources required for pupils to participate fully in learning;
- transition support.

The strategy for 2026–27 includes attendance coaching, nurture provision through The Den, Forest School SEMH support, therapeutic provision, an Enrichment Guarantee, aspiration activities, priority access to clubs and leadership opportunities, subsidised residentials and the Four Pillars Parent Programme.

ATTENDANCE

Attendance is a key element of the strategy because pupils cannot benefit fully from high-quality teaching and intervention if they are not in school.

Attendance of disadvantaged pupils will be monitored closely, including persistent absence and emerging patterns. Leaders will identify barriers early and work in partnership with families to address them. Support may include mentoring, breakfast provision, practical assistance, pastoral support and liaison with external agencies where appropriate.

Pupils experiencing multiple disadvantage will receive particularly close monitoring. The school strategy identifies attendance as a core lever for improving outcomes.

INCLUSION, SEND AND MULTIPLE DISADVANTAGE

St. Bede's recognises that disadvantage frequently intersects with SEND, SEMH, EAL, social care involvement and other vulnerabilities.

Pupils experiencing multiple barriers will receive enhanced monitoring and, where required, coordinated support from teaching staff, the SEND team, pastoral staff and external professionals.

Provision will be adaptive rather than less ambitious. Scaffolding, intervention and additional support will enable pupils to access the same ambitious curriculum and achieve as highly as possible.

Our approach reflects the principle within the strategy that:

"Inclusion is not an add-on – it is the culture of the school."

POVERTY-PROOFING AND EQUITY

The school will take reasonable steps to ensure that financial disadvantage does not prevent pupils from accessing their educational entitlement or participating fully in school life.

Support may include:

- school uniform or essential clothing;
- learning resources;
- educational visits;
- residential subsidies;
- clubs and extra-curricular activities;
- breakfast provision;
- access to books or digital resources;
- other reasonable support required to remove an identified barrier.

The aim is not simply equality of provision, but **equity**: giving pupils the additional support and opportunities they require in order to participate and succeed.

CULTURAL CAPITAL AND ACCUMULATIVE ADVANTAGE

St. Bede's deliberately seeks to create **accumulative advantage** for disadvantaged pupils, particularly where several vulnerabilities overlap.

Pupils will be intentionally prioritised for enrichment, educational visits, clubs, pupil leadership, aspiration activities and broader cultural experiences. The aim is to ensure that small additional opportunities accumulate over time, strengthening confidence, aspiration, resilience, knowledge and achievement.

PARENTAL AND COMMUNITY ENGAGEMENT

Parents and carers are essential partners in improving outcomes.

The school will work positively and respectfully with families to address barriers to learning, attendance and wellbeing. Parent workshops, communication, pastoral support and external agency involvement will be used where they are likely to improve outcomes.

The school's Four Pillars of Parental Engagement – knowledge, environment, culture and communication – will support a consistent approach to strengthening home-school partnership.

PROFESSIONAL DEVELOPMENT

Pupil Premium may be used to support professional development where this is consistent with the DfE menu of approaches and is intended to improve outcomes for disadvantaged pupils.

Professional development may focus on:

- adaptive teaching;
- SEND and neurodiversity;
- assessment and diagnostic practice;
- cognitive science;
- modelling and scaffolding;
- retrieval and recall;
- feedback;
- reading and mathematics;
- vocabulary and oracy;
- metacognition;
- behaviour, SEMH and attendance.

The school will evaluate whether professional development results in improved classroom practice and better pupil outcomes.

MONITORING AND EVALUATION

The Headteacher and Pupil Premium Lead are responsible for overseeing the implementation and impact of the strategy.

Monitoring will include:

- half-termly pupil progress meetings;
- analysis of attainment and progress;
- standardised and diagnostic assessments;
- question-level analysis;
- attendance and persistent absence information;
- lesson visits and learning walks;

- work scrutiny;
- intervention records and entry/exit assessments;
- SEND and pastoral monitoring;
- CPOMS information where appropriate;
- pupil and parent voice;
- participation in enrichment and leadership opportunities.

Leaders will look beyond whether an activity has taken place and evaluate whether it has made a demonstrable difference to pupils.

The strategy includes measurable success criteria and monitoring arrangements to enable leaders and governors to evaluate impact robustly.

GOVERNANCE AND ACCOUNTABILITY

The Governing Body has an important role in providing support and challenge.

Governors will:

- scrutinise the Pupil Premium Strategy;
- understand the barriers facing disadvantaged pupils at St. Bede's;
- consider the evidence and rationale underpinning spending decisions;
- monitor academic progress, attendance, wellbeing and participation;
- evaluate whether interventions and wider strategies are having the intended impact;
- ensure that expenditure complies with the current conditions of grant;
- challenge leaders where impact is insufficient;
- assure themselves that disadvantaged pupils remain central to school improvement.

Current DfE governance guidance states that governing bodies should scrutinise the Pupil Premium Strategy and discuss with leaders how progress and impact will be monitored and sustained.

PUBLICATION AND STATUTORY REQUIREMENTS

St. Bede's will maintain clear records of Pupil Premium income and expenditure.

As the school has more than five eligible pupils, an updated Pupil Premium Strategy Statement must be published annually on the school website by 31 December, using the current DfE template. Where a multi-year strategy is used, it must nevertheless be reviewed and updated each year.

The school will ensure that its published statement accurately reflects current expenditure, identified barriers, intended outcomes, implementation and evaluation.

RELATIONSHIP WITH THE PUPIL PREMIUM STRATEGY

This policy sets out the principles, responsibilities and expectations governing the use of Pupil Premium at St. Bede's.

The Pupil Premium Strategy Statement 2024–2027, updated for 2026–27, provides the detailed annual diagnosis, intended outcomes, activities, funding and success criteria. For 2026–27, the strategy identifies an allocation of approximately £155,000, with planned expenditure currently identified at £137,561, subject to refinement according to pupils’ emerging and acute needs.

REVIEW

This policy will be reviewed annually by the Headteacher and Pupil Premium Lead, or earlier where there are significant changes to statutory guidance, conditions of grant or the needs of pupils.

Any substantive amendments will be presented to the Governing Body for approval.

Policy reviewed: September 2026

Next review: September 2027

Headteacher: Faith Housley

Pupil Premium Leads: Faith Housley / Gill Geoghegan

Governor Lead: Collette Handley