



BISHOP RAWSTORNE
Church of England Academy

Pupil Premium Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstone Church of England Academy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstone Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstone Church of England Academy, we believe that every child is a unique individual, created in the image of God and deserving of dignity, respect, and opportunity. Guided by our Christian values of compassion, hope, and fellowship, we are committed to ensuring that disadvantage is never a barrier to success. The Pupil Premium is an important resource that enables us to provide additional support and opportunities, so that all students—regardless of background or circumstance—can flourish academically, socially, and personally.

We recognise that disadvantage can take many forms and that no single approach meets the needs of all learners. Our use of the Pupil Premium is therefore both strategic and responsive, focusing on high-quality teaching, targeted support, and wider enrichment. We aim to remove barriers to learning, close attainment gaps, and nurture the aspirations of every child, ensuring they have the knowledge, skills, and confidence to thrive. In doing so, we uphold our vision of providing an ambitious and inclusive education that enables life in all its fullness.

As a Church of England academy, we understand our moral responsibility to steward resources wisely and equitably. We are committed to reviewing the impact of our Pupil Premium strategies regularly, listening to the voices of students and families, and adapting our approach where needed. By combining rigorous evaluation with compassion and care, we seek to ensure that every learner—especially the most vulnerable—receives the support they need to grow in wisdom, resilience, and hope for the future.

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

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PUPIL PREMIUM POLICY

Vision

Bishop Rawstone's Pupil Premium initiative is a commitment to students from disadvantaged backgrounds to enable them to be supported to reach their full potential, regardless of social and economic circumstance.

Aims

At Bishop Rawstone we believe that all students should be treated equally, and fairly, no matter what background or disadvantage they may have experienced in the past. We are committed to fostering achievement across all cohorts, and shaping our students so they are able to achieve their full academic and pastoral potential. All young people should have the same level of aspiration and hope, and it is down to the school and the staff therein to promote this widely.

Ultimately the funding that is provided through the Pupil Premium grant should be used to develop strategies that create a culture of respect for all.

The Department for Education has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students' needs.

'School leaders can decide on which activity to spend their pupil premium within the framework set out by the 'menu of approaches'.

This menu of approaches focuses on three key areas:

1. supporting high-quality teaching through e.g. provision of excellent staff development
2. targeted academic support, such as tutoring
3. wider strategies to address non-academic barriers to success in schools, such as poor attendance, behavioural difficulties, and social and emotional needs.

We are also accountable for the use of this additional funding.

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 children who have been adopted from care or who have left care and the children of service personnel.

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 a school in receipt of Pupil Premium funding, we are accountable to our parents and school 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 as a school in receipt of pupil premium funding we must publish a pupil premium strategy statement each year by 31 December.

In the strategy statement, we will explain how our pupil premium is being spent and the outcomes that are being achieved by pupils. It will show how the funding has been used in line with the department's menu of approaches', as discussed earlier in this policy.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, 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 THE PUPIL PREMIUM

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, 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

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

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) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act, for example those from minority ethnic backgrounds, those for whom English is an additional language, and those with Additional Educational Needs or disabilities. In all such cases, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also considered the Ofsted Inspection Framework 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 school development plan. As well as this, the Pupil Premium Strategy is available on the school website.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

ROLES AND RESPONSIBILITIES

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

The Headteacher and Senior Leadership Team

Mr P Cowley (Headteacher) and Mrs L Petts (Acting Assistant Headteacher, Leader of Pupil Premium Strategy) 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 accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for 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. Mrs Petts has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence-based research of 'what works' and 'how' this works in narrowing the gaps. She knows how to customise this research to fit the needs of our pupils and school context. Mrs L Hood will monitor the use of the Pupil Premium on a termly basis and track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.

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 enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high 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 differentiated 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.
- A curriculum leader/lead teacher from each curriculum area will be a Pupil Premium Champion cascading information out at curriculum meetings and feeding back to SLT.

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 school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Mrs J Hughes is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will consider 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, our Governors will ensure that there is an annual statement released on the website on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

KEY CONTACTS

Mrs L Petts (Acting Assistant Headteacher; Leader of Pupil Premium Strategy)

Mrs J Hughes (Link Trustee)

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis after tracking information is released 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.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in our statement.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings, transition evenings and assemblies, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.