

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive**  
**School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Disadvantaged Students Policy**

**Approved by Senior Leadership Team:      October 2025**

**Shared with Full Governing Body:          December 2025**

**Next Review Date:                                  October 2026**

## USE OF DISADVANTAGED POLICY AT ST. CUTHBERT MAYNE SCHOOL

- 1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.
- 1.2 We believe that each member of our community has a divine origin and an eternal destiny.
- 1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.
- 1.4 We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.
- 1.5 These beliefs underpin our approach to the use of the Disadvantaged policy and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness, by educating our students for life in all its fullness.

The Governing Body aims to meet this responsibility by:

- Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
- Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
- Supporting staff in this process in a positive manner

## **St Cuthbert Mayne School**

### **Disadvantaged Policy**

#### **Background**

The Pupil Premium Grant was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and children eligible for free school meals. More recently the Pupil Premium Grant was extended to include children who have been eligible for free school meals at any point over the last six years. This is known as Ever6. This extra funding is made available to schools to help them narrow the attainment gap that still exists between students from disadvantaged and more affluent backgrounds. The Pupil Premium Grant can also be used to pastorally support pupils eligible for the Service Grant.

From September 2012 the Government asked Ofsted to investigate how effectively schools are using this additional funding. An effective Pupil Premium strategy allows schools to intervene early and prevent attainment gaps from growing. It is one of the most powerful tools we have for supporting education equity..

#### **Principles of this policy**

1. All students are able to achieve outstanding progress. We have high expectations for all student groups and individuals. We do not equate deprivation and challenge with low ability.
2. Not all students who qualify for Pupil Premium are socially disadvantaged and not all socially disadvantaged students qualify for Pupil Premium. We therefore focus on the needs and progress of all students.
3. All teaching and learning strategies are designed to meet the needs of individual groups. Additional support and intervention is integrated into our daily teaching programmes.
4. Research, trialling and self-evaluation are used in order to allocate funding to activities that are most likely to have an impact on achievement.
5. In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of students with Disadvantaged and non-Disadvantaged peers.

## **Roles and Responsibilities**

### ***Governing body***

- The Governing Body will approve the overall strategy for deploying pupil premium funding prepared by the Headteacher 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 achievement of targeted students.
- The Chair of the Resources Committee is the Governor designated to ensure that the pupil premium grant is used to support eligible students within the context of this policy.
- The Chair of the Standards Committee is the Governor designated to evaluate the impact of increased support on the achievement of targeted students.

### ***Headteacher and SLT***

- At St Cuthbert Mayne School, the Headteacher has overall responsibility for students with disadvantage. They will hold the SLT Lead for Inclusion to account for delivering the school's strategy and for evaluating its impact on the achievement of targeted students.
- The senior leaders responsible for learning interventions will have responsibility for supporting the disadvantaged strategy. They will report to governors on a termly basis showing the progress that has been made.
- The senior leader responsible for school data will produce trajectory targets for reducing the gap between students with disadvantage and their peers over three years matched to the SIP. They will ensure that disadvantaged students are regularly tracked and monitored.
- The school Business Manager and Finance Team will keep an account of where the pupil premium grant is being spent.

### ***Curriculum Leaders***

- Curriculum leaders are responsible for the progress of all students within their subject areas.
- Through careful planning, monitoring and evaluation of teaching and learning, curriculum leaders are responsible for ensuring high quality learning experiences that match the needs of all students and enable them to make good or better progress.
- Curriculum leaders direct their departments to implement our T&L Disadvantaged Strategy to help close the attainment gap between students with disadvantaged and non-disadvantaged students, and raise the outcomes of students, particularly those eligible for pupil premium funding.
- Curriculum leaders are responsible for evaluating the impact of subject based support and intervention on the achievement of targeted students.

### ***All staff***

- All staff are expected to have an in-depth knowledge of all the students they teach and support, especially the most able, those with disabilities and special educational needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all students.
- Class and subject teachers will follow the T&L Disadvantaged policy. This included metacognitive strategies so our disadvantaged students can close the attainment gap to non-disadvantaged peers.
- All staff will give students clear feedback that helps them to improve their work.

## **Evaluating impact**

The implementation of the disadvantaged strategy will be monitored and evaluated against the following criteria:

### ***Short term***

- The school will have an effective strategy for supporting students with disadvantage and there will be a strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and staff appointments made so actions in the SIP are being implemented.

### ***Medium Term***

- As a result of an effective CPD programme (including TeachMeets) the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of students' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all students, including students with disadvantage.
- Discussions with students 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 gap between students benefiting from pupil premium funding and their peers:

- The progress gap – socially disadvantaged students will make accelerated progress in comparison with other students.
- The attainment gap – accelerated progress will result in closing the gap in levels/grades.