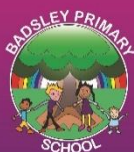


Badsley Primary School



Pupil Premium Policy

Policy Date	March 2026	Review Date	March 2027
GB Responsible	Full GB	Written by	P Benton
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Growing Together; Aiming High

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Badsley Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled over the last six years, and for any Looked After Children or Service Children.

4. Use of the grant

Our spending strategy is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our Pupil Premium Strategy aligns with the three-tiered approach in the EEF's Pupil Premium Guide. We follow the following principles:

- We ensure that teaching and learning opportunities meet the needs of all of the children at Badsley Primary School.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of children entitled to Free School Meals and children who are Looked After are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

For the financial year 2023-24 the Pupil Premium was allocated to schools based on those pupils on roll in most recent census that are known to have been eligible for Free School Meals (FSM) on any pupil level census in the last six years. Pupil Premium is also allocated to children designated as Looked After and those children identified as being Service Children.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches', which can be found below:

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents
Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.	
Across all tiers, schools should also consider how funding is used to support:	
• Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches	

School Context

Badsley Primary is a community school located in central Rotherham. We are a three-form entry school with Pupil Admission Number (PAN) of 90 per year group and a net capacity of 630 pupils.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, allows leaders to make informed judgements regarding the allocation of Pupil Premium Funding. Common barriers to learning for disadvantaged children can be, but are not limited to: limited support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will use evidence, such as learning from what works in our school, to inform our decisions on pupil premium spending.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all children have quality first teaching through delivering regular CPD sessions to all staff in school
- Ensure disadvantaged pupils are challenged in the work that they're set across the whole curriculum, especially in wider curriculum lessons
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To allocate a 'Catch Up' Teacher to each year group - providing small group work with an experienced teacher/HLTA focused on overcoming gaps in learning. Additional teachers also
- 1-1 provision to identified pupils where appropriate
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE).
- Providing specialists - Speech and Language Therapist and additional Specialist Inclusion Team (SIT) and Educational Psychologist (EP) time.
- Provide free and/ or significantly subsidised activities and educational visits, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of interactive software to support both remote and face-to-face learning.

- To allow the children to learn a musical instrument and opportunities to sing in a choir.
- Behaviour and pastoral support during learning and lunchtimes by providing activities to engage and promote Badsley values.
- Badsley is a reading school, therefore we provide all children with a wide range of texts which can be a mirror of themselves and a window to the world. Core collections across Years Groups are carefully curated to match the needs and interests of all pupils.
- Support the transition from primary to secondary and transition internally and into EYFS.

Some examples of additional interventions may be:

- Providing extra 1-to-1 or small-group support, both in class or as additional intervention where necessary
- Employing extra teaching assistants to support disadvantaged pupils or those pupils with SEN access the curriculum
- Providing extra tuition where needed through the use of additional teachers in each year group or Key Stage
- Funding or subsidising educational trips and visits to enhance the educational experiences of disadvantaged pupils
- Providing additional resources for disadvantaged pupils, such as study materials or additional reading books

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available on the school's website – www.badsleyprimary.org

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils across the school, from Foundation Stage to Year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher, pupil premium lead and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff
- Ensuring that our most disadvantaged pupils are robustly tracked and monitored and receive responsive intervention when required

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Pupil Premium lead and the Headteacher. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- SEND/Inclusion Policy
- LAC Policy

