

Pupil Premium Policy 2025/2026

Relevant roles held and by whom (correct at the time of publishing)	
Safeguarding/Attendance Link Governor(s):	Sue Armstrong Ruth Pickering
Pupil Premium Governor:	Shelley McGlasson
School Pupil Premium Lead:	Mrs K Mossom

Approved by ¹	
Name:	Mr R L Barton
Position:	Headteacher
Signed:	
Date:	03/11/25
Proposed review date²:	November 2026

REVIEW SHEET

Each entry in the table below summarises the changes to this Policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original based on School Bus Model Policy	April 2023
2	Updated to reflect new PP grant	November 2024
3	Policy updated following three-year implementation	September 2025

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Statement of Intent

At Seaton Academy, we are committed to ensuring that every child, regardless of background or financial circumstance, has access to the highest quality of education, opportunity, and support. The Pupil Premium is a vital part of our strategy to break down barriers, close attainment gaps, and foster a culture of ambition and equity for all.

Our intent is to use the Pupil Premium funding strategically and transparently to:

- Raise achievement for disadvantaged pupils through high-quality teaching, targeted academic support, and enriched learning experiences.
- Narrow the attainment gap between pupils in receipt of Pupil Premium and their peers, ensuring no child is left behind.
- Address both academic and non-academic needs, including social, emotional, and mental health challenges that may hinder a pupil's ability to thrive and ensure pupils are adequately assessed and addressed and systematically explore appropriate programmes and practices where necessary.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Foster aspiration, resilience, and confidence, empowering all pupils to reach their full potential and succeed in life beyond school from wider strategies embedded in and beyond the school day.

We recognise that disadvantaged pupils are not a homogenous group, and we are committed to identifying and responding to individual needs through evidence-informed practice. Our approach is rooted in research and ongoing evaluation, ensuring the funding has measurable impact.

This policy outlines the amount of funding available, the school's strategy for spending the Pupil Premium effectively, and the procedures for ensuring the funding is allocated correctly.

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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- Maintained schools_DfE (2022) 'What maintained schools must publish online'
- Academies DfE (2022) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

2. Roles and responsibilities

The board of Trustees and Governors are responsible for:

- Ensuring the school meets its statutory duties with regards to the use of Pupil Premium and the effectiveness of the policy.
- Ensuring that the funds are allocated appropriately, used effectively, and contribute to improving the overall quality of education.
- Be accountable for the strategic direction and implementation of the Pupil Premium, ensuring that it aligns with the school's vision and objectives.
- Be involved in the evaluation and assessment of the impact of the Pupil Premium on the school's performance and outcomes by ensuring the school's strategies and implementation regarding pupil premium align with the school's wider School Development Plan.

The Headteacher is responsible for:

- Set a clear whole-school vision for equity and inclusion, promoting a culture of high expectations for all, especially disadvantaged pupils and ensure the Pupil Premium strategy aligns with school improvement priorities.
- Ensure that every leader and teacher takes ownership of Pupil Premium pupils' outcomes whilst monitoring and challenging underperformance at all levels.
- Delegate the development of a 3-year Pupil Premium Strategy with annual reviews (as required by DfE) and Oversee the completion and publication of the Pupil Premium Strategy Statement on the school website
- Ensure the strategy is evidence-informed, using guidance from the EEF (Education Endowment Foundation) and internal data.

- Analyse whole-school data to understand attainment and progress gaps. Furthermore, use this analysis to prioritise funding for interventions, CPD, and support and monitor the impact of interventions and strategies, not just their implementation.
- Ensure Governors understand how the funding is used and can challenge and support appropriately.

The Pupil Premium Lead is responsible for:

- Analyse data to identify attainment and progress gaps between Pupil Premium pupils and others.
- Write and set out a Pupil Premium Strategy—a 3-year plan with annual reviews.
- Lead or contribute to writing the Pupil Premium Strategy Statement (statutory requirement).
- Ensure the curriculum is ambitious, inclusive, and accessible for all learners using adaptive teaching strategies.
- Review and adapt schemes of work using adaptive teaching strategies and high-quality resources so they reflect the needs of disadvantaged pupils.
- Work with subject leaders to ensure progression and accessibility.
- Track progress and attainment of Pupil Premium pupils termly, identify underachievement early and support interventions and monitor attendance, behaviour, and engagement of these pupils.
- Liaise with SENDCo, pastoral teams, and external agencies to deliver or organise CPD focused on closing the gap, metacognition, feedback, and scaffolding.
- Build relationships with families to improve engagement and attendance, including gathering pupil voice and parent feedback to shape provision.
- Regularly evaluate the impact of the Pupil Premium Strategy and report to governors and contribute to Ofsted inspection preparation.

3. Pupil Premium Funding allocation

In line with government expectations, the school adopts the following definitions for PPG eligibility:

- Ever 6 FSM: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- NRPF: pupils in households with no recourse to public funds (NRPF).
LAC: pupils who are looked after by the LA.
- PLAC: pupils who have been adopted from care or have left care.
- Service children: pupils who meet one of the following criteria:
 - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a 'service child' on a school census since 2016,
 - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the war pension scheme.

For the 2024/2025 and 2025/2026 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2023/2024	2024/2025
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,480	£1515
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,050	£1075
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,570	£2630
Children who are looked after by the LA, i.e. LAC	£2,570	£2630
Service children	SPP amount per pupil	
	2023/2024	
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£340	£350

As we are an Academy, Seaton Academy will receive its Pupil Premium funding directly from ESFA.

4. Objectives

Seaton Academy has the following objectives with regards to its use of the Pupil Premium Funding:

Close Attainment and Progress Gaps

Ensure that pupils eligible for Pupil Premium funding make accelerated progress to close the attainment gap between them and their peers, particularly in core subjects (reading, writing, and maths).

Promote Inclusive Teaching and Learning

Embed high-quality, inclusive teaching strategies across the curriculum that meet the diverse needs of disadvantaged pupils, including those with SEND or EAL backgrounds.

Support Wellbeing and Engagement

Improve the wellbeing, attendance, and engagement of Pupil Premium pupils by identifying and removing barriers to learning, including social, emotional, and mental health

Ensure Targeted, Evidence-Based Use of Funding

Objective: Use the Education Endowment Foundation (EEF) toolkit and internal data to implement and evaluate interventions that are tailored to the specific needs of Pupil Premium pupils.

Empower Leadership and Accountability

Ensure that school leaders, including governors, hold a clear and shared responsibility for the strategic planning, monitoring, and review of Pupil Premium outcomes.

5. How Pupil Premium Funding is spent

Seaton Academy will spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the Pupil Premium Funding to support other pupils with identified needs where appropriate (for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer)

Seaton Academy will decide the activities on which the Pupil Premium Funding will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as interventions, adaptive teaching of all.
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

In the unlikely event that the Pupil Premium Funding has not been spent within the financial year in which it was allocated, Seaton Academy will carry the remainder forward to the following financial year. When the school carries funding forward, it continues to only spend the funding in line with the above criteria.

6. Long-term strategy for success

Seaton Academy has a long-term strategy to ensure it maximises the use of Pupil Premium Funding. The school will adopt a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, we will maximise the use of Pupil Premium Funding by:

- Assigning a pupil premium lead (Mrs Kiesha Mossom) to champion the educational needs of PP children and ensure the implementation of this policy.
- Ensuring PP funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, with Trustees, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the Pupil Premium Funding.

We will conduct annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

Seaton Academy will explore evidence-based summaries of the Pupil Premium Funding use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. We will consult with local cluster group schools to learn about effective practice in the local area.

When researching and implementing PPG use, we will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring and/or smaller group sessions.
- Are consistent, flexible and responsive.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's individual education plans (IEPs).
- Support pupils' transitions through the stages of education.
- Raise aspirations through access to high-quality educational experiences.

- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

Seaton Academy will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving any other relevant professionals.
- A child-centred approach to assessment for learning.

7. A tiered approach to Pupil Premium spending

To prioritise and utilise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

- Quality of Teaching
- Targeted Academic Support
- Wider Strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of Teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using our Pupil Premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on our children eligible for Pupil Premium.

Our priority at Seaton Academy is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: facilitating regular CPD opportunities for all teaching staff.

Professional development: half-termly coaching sessions/subject leader monitoring activities to support teachers/TAs, with a particular emphasis on Maths, English/vocabulary and wider curriculum development.

Professional development for staff by participating in targeted training courses and INSET, both in-person and via our virtual CPD platform.

Targeted Academic Support

At Seaton Academy, we consider carefully how our staff are deployed to provide specific targeted academic support either in a one-to-one or small group situation.

Structured interventions: introducing speech and language interventions for pupils with poor oral language and communication skills and introducing a structured intervention for phonics.

Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using support staff by expanding the school day.

Wider Strategies

Here at Seaton Academy, we aim to focus on significant social and emotional support to help pupils in our care and ensure that all pupils have opportunities to participate in wider enrichment activities to enhance cultural capital.

Social and emotional support: further strengthening our pastoral care provision, including all children participating in well-being workshops to aid well-being.

Providing a wide variety of enrichment experiences for all pupils.

8. Use of the Looked After Children (LAC) and PLAC (Previously Looked After Children) premiums

The LAC premium will be managed by the LA's designated Virtual School Head (VSH).

The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9. Example interventions

Seaton Academy may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps in addition to the classroom learning
- Creating additional teaching and learning opportunities using Teaching Assistants
- Targeting English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

Seaton Academy may utilise the following teaching-focussed interventions:

- CPD available for staff as required
- One-to-one or small group nurture and ELSA sessions
- Allocating funds to enable pupils to participate in extra-curricular activities
- Vocabulary interventions for pupils with poor oral language and communication skills

10. Use of the Service Pupil Premium (SPP)

Seaton Academy will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils will qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The SPP will not be used with any other form of Pupil Premium Funding. SPP spending is accounted for separately. Seaton Academy may use the SPP for such things as:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.

11. Accountability

The Pupil Premium Lead will ensure accountability for the progress of Pupil Premium children by holding termly meetings and reviews involving pupils, parents, and staff. These regular check-ins will help identify individual needs, celebrate successes, and adjust support strategies as necessary. In addition, the lead will closely monitor attendance to identify patterns or concerns early, ensuring that every child has the opportunity to fully engage with their learning and make sustained progress.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium. The school will be held to account for the spending of the Pupil Premium Funding and its impact on the progress and attainment of the wider pupil premium-eligible cohort.

Seaton Academy will publish its strategy statement for using Pupil Premium Funding on our website utilising the DfE template. We will include any available recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

12. Reporting

The headteacher will report to the board of Trustees and parents regarding how effective Pupil Funding Premium spending has been and what impact has been made. The impact of the spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher, Pupil Premium lead and the board of Trustees.

- Data analysis of pupil progress and attainment
- Case studies as part of subject leadership shared with governors
- Nurture group reports to teachers on pupil progress

Information regarding Pupil Premium spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website but this will be monitored closely by SLT and Pupil Premium Lead.

For parents/carers of pupils in receipt of Pupil Premium Funding, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13. Pupil Premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, a pupil premium review might be necessary to objectively evaluate the pupil premium strategy and identify ways to make it more effective.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

14. Overpayments

The school will repay any overpayment.

15. Monitoring and review

The headteacher and Pupil Premium Lead will be responsible for reviewing this policy. The next scheduled review date is November 2026.



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