



Pupil Premium Policy

Ratified by: Curriculum & Standards Committee **Date:** Feb 2026

Next review by: Feb 2027

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 \(2025-26\)](#), from the DfE. It is also based on guidance from the Department for Education (DfE) on [using pupil premium](#) and [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#). In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#). Our approach follows the DfE guidance and research by the [Education Endowment Foundation \(EEF\)](#).

3. Purpose of the grant

3.1 Pupil Premium 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.

3.2 Service Pupil Premium

The service pupil premium is additional funding to provide pastoral support for pupils with parents serving in the armed forces. This funding will be used to address emotional wellbeing, mobility, deployment-related absence, and communication barriers.

4. Use of the grant

4.1 Pupil Premium

We believe that we can maximise the impact of our pupil premium spending by:

Building a culture where:

- Staff believe there are “no limits” to what our children can achieve
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets towards learning.

We will ensure that support is personalised and effective by:

- Looking at the additional needs of each child and identifying the barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using leaders to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working alongside other agencies to bring in additional expertise
- Providing extensive support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants and teachers
- Providing additional clubs for children to attend
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits

Monitoring and Evaluation:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend pupil progress meetings each term
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as attendance and behaviour

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements.

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Nature of support and allocation
- An overview of spending
- A summary of the impact of PPG

4.2 Service Pupil Premium

Service pupil premium funding may be used for:

- Emotional wellbeing support
- Transition support
- Communication support during deployment
- Targeted pastoral intervention

Impact will be reviewed termly.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery to Year 6. Eligible pupils fall into the categories explained below.

5.1 Ever 6 Free School Meals

Pupils recorded in the most recent January 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 January 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.

5.3 Previously Looked-after children

Pupils who were adopted from local authority care; subject to a special guardianship order or subject to a child arrangements order. This includes children adopted from state care outside England and Wales.

5.4 Service children

Pupils:

- 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 January 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 and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school and compliance with the Conditions of the Grant
- 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
- 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
- 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 and service 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
- Ensuring statutory publication requirements are met

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

7. Monitoring arrangements

This policy will be reviewed yearly by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- [SEND](#)
- [Behaviour Policy](#)
- [Attendance and Punctuality Policy](#)