



*Dream big, shine bright*

**St NICHOLAS**

**C of E Primary School, Alcester**

# **Pupil Premium Policy**



**Adopted: January 2024    Reviewed: January 2026    Next Review: January 2027**

## **1. BACKGROUND**

- 1.1 The Pupil Premium is a Government initiative that targets extra money at pupils from socially disadvantaged backgrounds, which research shows are more likely to underachieve compared to their peers. The funding is provided with the express intention of supporting these pupils in achieving their full potential.
- 1.2 Children who are registered for free school meals (FSM6) will automatically qualify for pupil premium funding for 6 years.
- 1.3 The Government has also allocated a fixed amount of money to schools per pupil classified as 'vulnerable' either because of their special educational needs or circumstances.
- 1.4 Schools are free to spend the Pupil Premium monies, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.
- 1.5 While the money is awarded on a per child basis, the funds are not to be spent each year on a particular child; the money is pooled and allocated according to need in order to 'close the gap'.
- 1.6 The targeted and strategic use of Pupil Premium will support us in achieving our vision of closing the attainment gap and accelerating progress across the School.

## **2. PURPOSE OF THE POLICY**

- 2.1 This policy outlines the principles and approach underpinning our use of Pupil Premium funding.
- 2.2 The detailed implementation plan, including funding allocations, identified challenges, intended outcomes, and evaluation of impact, is set out in our Pupil Premium Strategy Statement (2024–2027), published on our school website and reviewed annually.

## **3. PRINCIPLES**

- 3.1 We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- 3.2 We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- 3.3 While making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 3.4 We 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 identified as being socially disadvantaged. Every project or initiative funded by the Pupil Premium

funding will benefit at least one of the FSM6 children.

- 3.5 Pupil Premium funding will be allocated following a needs assessment, which will identify priority classes, groups or individuals. Limited resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time although they will all benefit throughout the course of each academic year.
- 3.6 The pupil premium for 2025 to 2026 will include pupils recorded in the October 2024 school census and alternative provision 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 (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

#### **4. PROVISION**

- 4.1 The range of provision the Leadership Team and Governing Body consider making for this group could include:
- High-quality teaching and targeted academic support
  - Small-group and one-to-one interventions
  - Thrive and SEMH support, counselling and therapeutic work
  - Enrichment opportunities and cultural capital experiences
  - Speech, language and communication development
  - Attendance support and pastoral intervention
  - Resources to address barriers to learning

Provision is guided by research evidence and the approaches detailed in the school's Pupil Premium Strategy Statement.

- 4.2 Our work through the Pupil Premium will be aimed at accelerating progress in English (reading, writing, grammar, punctuation and spelling) and Maths, moving children to at least age related expectations.
- 4.3 Pupil Premium resources may also be used to target able FSM6 children in order for them to work at 'greater depth' at the end of Key Stage 1 or the end of Key Stage 2.
- 4.4 The Leadership Team will seek to engage with teaching staff and parents/carers to tailor the provision offered.
- 4.5 As part of the additional provision made for pupils who belong to vulnerable groups, The Governing Body will be responsible for monitoring an aspect of the Pupil Premium: This includes; Pupil Premium Budget, monitoring of the inclusion of all eligible pupils and their attainment and progress, additional staffing funded by the Pupil Premium.

#### **5. STRATEGY**

- 5.1 Decisions on the use of Pupil Premium are detailed within the three-year Pupil Premium Strategy Statement (2024–2027), informed by:
- Identified challenges
  - Intended outcomes
  - Activities and associated costs
  - Evidence bases
  - Monitoring and review systems
- 5.2 The strategy is informed by research evidence and this evidence is referenced within the strategy.
- 5.3 The strategy is reviewed annually each Autumn to ensure activities remain relevant and impactful. Updates, outcomes and spending are published on the school website in line with statutory guidance.

## **6. REPORTING**

- 6.1 It will be the responsibility of the Special Educational Needs Coordinator (SENCo) in conjunction with the Headteacher to produce termly reports for the Governing Body that include:
- Progress and attainment of disadvantaged pupils
  - Activities delivered
  - Evaluation of cost-effectiveness
  - Attendance and engagement
  - SEMH and wellbeing indicators
- 4.2 The Governing Body will ensure that there is an annual statement to parents detailing how the Pupil Premium funding has been used to address the issue of 'closing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on the School's website.

## **7. APPEALS**

- 7.1 Any appeals against this policy will be through the School's *Complaints Procedure* which is available on the school website.

## **8. EVALUATION – SUCCESS CRITERIA**

- 8.1 The evaluation of this policy is based on how quickly the school can 'close the gap' between socially disadvantaged pupils and their peers.
- 8.2 The success criteria for the Pupil Premium Policy are:

### **Academic Outcomes**

- The attainment gap between disadvantaged and non-disadvantaged pupils narrows year-on-year in reading, writing and maths.
- The vast majority of disadvantaged pupils meet or exceed their individual end-of-year targets, making expected or better progress from their starting points.

**Early Identification & High-Quality Provision**

- Needs are identified early and accurately using diagnostic assessment, enabling prompt intervention.
- Systems for tracking progress, attendance, SEMH needs and engagement are effective and consistently used.

**Whole-School Culture**

- A strong whole-school approach ensures high-quality universal provision and consistently high expectations for disadvantaged pupils.
- A positive, inclusive school community where pupils' differences are recognised, valued and respected.

**Wellbeing, SEMH and Behaviour**

- Improved social, emotional and mental health outcomes demonstrated through Thrive assessments, increased regulation and reduced behaviour incidents.
- Pupils develop confidence, resilience and independence, showing improved readiness to learn.

**Attendance and Engagement**

- Attendance for disadvantaged pupils improves, with persistent absence reducing over time.
- High levels of participation in enrichment opportunities, clubs, trips and cultural capital activities.

**Communication and Language**

- Disadvantaged pupils—particularly in EYFS—show measurable improvement in speech, language and communication.

**Support for Pupils with Overlapping Needs**

- Pupils with SEND, SEMH vulnerabilities or ACEs make sustained academic and personal progress.

**Parent and Carer Engagement**

- Parents and carers engage positively with school provision, support and enrichment activities.