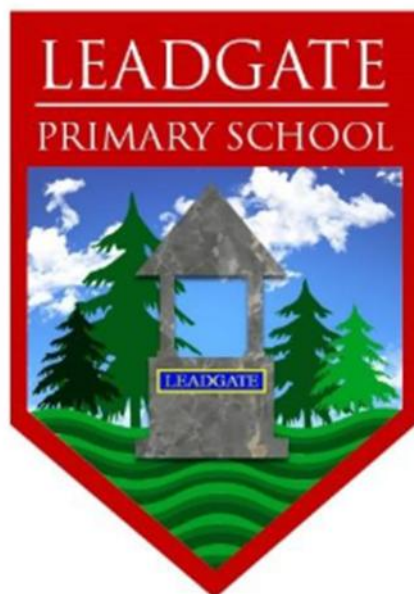


# Pupil Premium Policy



<b>Approved by:</b>	Laura Weaver	<b>Date:</b> 20.4.26
<b>Last reviewed on:</b>	April 2026	
<b>Next review due by:</b>	April 2029	



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### 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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 to 2026](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

### 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.

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 they can reach their full potential.

#### 3.2 Service pupil premium grant



An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

## 4. Use of the grant

### 4.1 Pupil premium

At Leadgate Primary School we have set principles, which guide the allocation and desired outcomes of Pupil Premium funding. These are:

- To ensure that teaching and learning opportunities meet the individual needs of all of the pupils through the thorough analysis of pupil achievement. <sup>[L]</sup><sub>[SEP]</sub>
- To use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Targeted provision to improve attendance, behaviour and to extend our pupils' experience and their knowledge of the wider world.
- Focused pastoral work with pupils and parents to minimise barriers and support learning; <sup>[L]</sup><sub>[SEP]</sub>
- To ensure appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and where possible addressed. <sup>[L]</sup><sub>[SEP]</sub>
- To include provision for socially disadvantaged pupils recognising that not all pupils who receive free school meals will be socially disadvantaged. <sup>[L]</sup><sub>[SEP]</sub>
- Allocation of Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable to academic failure. This takes into account our recognition that not all pupils who are socially disadvantaged are registered or qualify for free <sup>[L]</sup><sub>[SEP]</sub> school meals. (A proportion of any group, supported through Pupil Premium funding, will be made up of FSM children).
- Pupil premium funding to be allocated following a thorough needs analysis process to identify priority classes, groups or individuals. <sup>[L]</sup><sub>[SEP]</sub>
- Skilled teachers and support staff to teach intervention groups to raise attainment in Maths, English and Communication supporting quality first teaching. <sup>[L]</sup><sub>[SEP]</sub>
- Recognition that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any given time, however, provision will be made to support all our pupils to achieve the highest possible results so closing any gap with national standards. <sup>[L]</sup><sub>[SEP]</sub>

The school identifies barriers to learning faced by pupils eligible for Pupil Premium through a triangulation of quantitative and qualitative information. This includes analysis of attainment and progress data, attendance and behaviour records, pupil voice, pastoral information, and regular discussions with class teachers and support staff.



Commonly identified challenges may include gaps in prior learning, low levels of literacy or numeracy, reduced access to learning experiences outside school, social and emotional difficulties, and issues related to attendance or wellbeing. Individual needs are reviewed regularly to ensure that provision remains responsive and targeted.

Our use of Pupil Premium funding is closely aligned with the DfE's menu of approaches, ensuring spending is focused on strategies with the strongest evidence of impact. Funding is prioritised across the following areas:

- High-quality teaching: investing in staff professional development, effective classroom practice, and inclusive teaching strategies that benefit all pupils while having a particularly strong impact on disadvantaged learners.
- Targeted academic support: providing structured interventions, including one-to-one or small-group support, particularly in early reading, writing and mathematics.
- Wider strategies: addressing non-academic barriers through pastoral support, attendance initiatives, parental engagement, and support for wellbeing and readiness to learn.

Spending decisions are rooted in the principle that improving the quality of teaching has the greatest long-term impact, supplemented by targeted and wider support where needed.

Our Pupil Premium strategy is informed by a strong body of educational research, particularly guidance published by the Education Endowment Foundation (EEF). We use the EEF's toolkit, guidance reports and implementation advice to select interventions that demonstrate good evidence of effectiveness and value for money.

When planning provision, we consider:

- the strength of evidence supporting each approach,
- the likely impact on identified barriers,
- the cost-effectiveness of interventions,
- and the importance of effective implementation, including staff training and monitoring.

We do not rely on isolated interventions; instead, we adopt a graduated, evidence-informed approach and regularly evaluate impact using pupil outcomes, engagement measures and staff feedback. This ensures that Pupil Premium funding is used strategically to close attainment gaps and support pupils to achieve their full potential.

The range of provision that may be considered to raise attainment;

- the provision of small group work with an experienced teacher focused on addressing gaps in learning in the core subjects;



- targeting English and maths in pupils who do not make expected progress
- targeting pupils who require additional help to reach personal goals both academic and behaviourally;
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies;
- support for the funding of enrichment activities, educational visits and extra-curricular activities to broaden pupil experiences;
- residential visits to develop confidence and building social skills;
- pastoral team members and other staff to help families to support their children to achieve at school; specialist teaching including, small group music tuition, additional modern foreign languages and sports coaches;
- opportunities to develop a love of reading through additional focused library-based sessions for pupils and parents;
- support with the funding of classroom technology e.g. digital media and software;
- developing the use of pedagogical approaches that have most impact;
- continued professional development for staff in specific interventions and training to accelerate pupil progress;

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 conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Premium Allocations - Leadgate Primary School](#)

#### **4.2 Service pupil premium**

Decisions on how the Service Pupil Premium is used are informed by the specific social, emotional and academic needs of our service children. We identify these needs through regular communication with parents, pupil voice, staff observations and wellbeing monitoring. Funding is targeted to remove barriers linked to mobility, parental deployment and emotional wellbeing.

Support typically includes access to pastoral support or counselling where needed, additional emotional check-ins during periods of deployment, and social support to help pupils settle quickly when joining or returning to the school. We also use the funding to provide transition support, opportunities for peer support, and resources that help pupils maintain communication with a deployed parent. The impact of provision is reviewed regularly to ensure support remains responsive and effective.

### **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Reception 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 (FSM) 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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

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

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## **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.

## **5.3 Previously looked-after children**

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

## **5.4 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 ('ever 6 service children'), 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 Defense 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 making sure it is implemented across the school
- Making sure 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 and service 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
- Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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 Class Teachers

- Identify pupils on tracking systems and in pupil progress meetings.
- Arrange meetings with parents and pupil re. needs analysis where appropriate.
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium.
- Teachers to be know which pupils are eligible for pupil premium and take responsibility for accelerating their progress.
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support.
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.
- Liaise with external partners and agencies, where appropriate.



- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up-to-date with teaching strategies which have proven track record in narrowing the gaps in attainment and achievement.

#### **6.4 Class Teachers**

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

#### **6.5 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 the funding 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 monitored by Headteacher



It will be reviewed every three years by the Headteacher. At every review, the policy will be shared with the governing board.

#### **8. Links with other policies**

This policy is linked to:

- Designated teacher for looked-after and previously looked-after children policy
- Looked-after children and previously looked-after children policy
- Pupil mental health and wellbeing policy