



“Grow in the Grace and Knowledge”

2 Peter 3:18

Pupil Premium Policy

Approved by: G Tucker

Date: 1.3.21

Last reviewed on: 4.4.25

**Next review due
by:4.4.28**

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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 conditions of grant guidance \(2017-18\)](#), 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](#).

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

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.

4. Use of the grant

At our school, we are committed to addressing disadvantage in its widest and most meaningful sense. This includes — but is not limited to — financial hardship, limited access to enrichment opportunities, insecure or unstable home environments, housing issues, mental health challenges, social care involvement, and other barriers that affect a child's ability to thrive.

Our use of pupil premium funding is guided by a commitment to equitable practice — ensuring support is allocated fairly, proportionately, and in response to the diverse needs of our children and families.

When making decisions about how to use this funding, we consider:

- **The key barriers our pupils face**, both internal and external. These include challenges accessing a high-quality curriculum and teaching, limited experiences and background knowledge, restricted vocabulary development, difficulties with reading support at home, and attendance issues that impact emotional and academic progress.
- **Evidence of what works**. We have chosen to implement the Rosenshine Principles of Instruction, supported by strong evidence showing that all pupils — especially those facing disadvantage — achieve better when these principles are embedded consistently and sustainably.
- **Alignment with our school vision**. We ask whether an approach will help individuals or groups grow in what they know, understand, and can do — and whether it helps realise our vision for every child to flourish.

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

- **Improving Quality First Teaching** to include paying for cover to release teachers for the incremental coaching programme.
- **Providing extra tuition where needed**. This includes employing extra Teaching Assistants to deliver programmes like ELSA (Emotional Literacy), Little Wandle Reading Support and Reciprocal Reading in Key Stage 2, Little Wandle Key Stage 1 'Keep Up' intervention and National Tutoring Programme contributions.
- **Funding educational trips and visits** for all who are financially struggling, clothing and subsidising spaces in wraparound as part of the attendance action plan.

Our pupil premium strategy is available here:

https://www.stogurseyprimaryschool.co.uk/web/pupil_premium/497936

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here:

https://www.stogurseyprimaryschool.co.uk/web/pupil_premium/497936

This is in line with statutory guidance, which allows the use of pupil premium funding for evidence-informed wider strategies that may benefit all pupils, alongside high-quality teaching and targeted academic support—provided the focus remains on improving outcomes for disadvantaged pupils.

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 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 Post-looked after children

Pupils recorded in the most recent January 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.

5.4 Ever 6 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, Senior Leadership Team and Pupil Premium Lead

The Headteacher, senior leadership team and Pupil Premium Lead 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*
- *Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment*
- *Reporting on the impact of pupil premium spending to the Local Governance Committee on an ongoing basis*

6.2 Pupil Premium Lead

The Pupil Premium Lead is responsible for:

- *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*
- *Holding 'dispassionate evaluation' of the spending and its impact*
- *Reporting on the impact of pupil premium spending to the Headteacher on an ongoing basis*
- *Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE*

6.3 Governors

The local governance committee 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*

6.4 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*

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 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 Headteacher. At every review, the policy will be shared with the link governor.

8. Links with other policies and documents

This policy is linked to

- Child Protection and Safeguarding Policy
- Attendance Policy
- Curriculum Documentation

