PUPIL PREMIUM POLICY

2025 - 2026

Approved by:	Ratified by Governing Body	**Date:** July 2025
Effective Date:	September 2015	
Last reviewed on:	July 2025	
Next review due by:	July 2026	
Reviewed by:	Karen Hayward, Executive Principal	
Website:		
Yes/No	YES	

INTRODUCTION

1. OUR SCHOOL

In the academic year 2024 to 2025 we received £238,320 of Pupil Premium and Recovery funding overall, being comprised of:

- 230 students allocated £935 “Ever 6” Premium
- 4 Looked After Children
- Collectively this allocation is known as “Deprivation Premium”.

In the forthcoming academic year 2025-2026, we anticipate the school will receive £234,350 in Deprivation Premium (262 students).

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students’ needs:

‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

However, we are accountable for the use of this additional funding.

A detailed breakdown of how this funding was used last year can be accessed on our school website.

2. THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for Free School Meals (FSM) at any point over the last six years (known as “Ever 6 FSM”). The Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for Free School Meals.

In April 2012 this was increased to £623, and a further increase has already been announced for this forthcoming financial year, so that it is now worth £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

3. PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and the School community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under the school Information (England) (Amendment) Regulations 2012, Schedule 4, there is specified information which has to be to be published on a school's website. Section 9 of this regulation requires schools to publish "The amount of the School's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the School in respect of whom grant funding was allocated".

Through this policy, we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under GDPR, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

4. HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students

- The two Ofsted reports – "Pupil Premium", 20th September 2012, http://www.ofsted.gov.uk/resources/pupil-premium and the latest 11th February 2013. "The Pupil Premium: How schools are spending the funding successfully to maximise achievement"

- www.ofsted.gov.uk/resources/pupil-premium-how-schools-arespending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference

- Encourage take up of FSM by working proactively with our parents and guardians in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and guardians play in the lives of their children

- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of "low ability" because of their social circumstances

- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body

- Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account

- 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 students who need additional support in a time limited way
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

5. DEVELOPMENT OF THE POLICY

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties.

For some of our students, especially minority ethnic, English is an additional language. Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have Special Educational Needs.

6. LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however, ensure that information about our responsibilities under the Equality Act 2010 for other students, for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our School Improvement Plan (SIP) and Self-Evaluation Form (SEF).

There will also be references to disadvantaged students in minutes of meetings involving Governors, the whole staff, and the senior leadership team.

7. ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly teaching staff and Governors, to be committed to raising standards and narrowing the attainment gaps for our students.

7.1 The Executive Principal and Senior Leadership Team

The Executive Principal and Head of School, responsible for standards and intervention, are responsible for implementing this policy and monitoring outcomes. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to enable them to accelerate students' progress and attainment.

Through performance management arrangements and strong communication, narrowing the attainment gap will be a key priority for all the school community and will be championed by the senior leadership team.

It will be the responsibility of the Executive Principal to include the following information in the annual report to Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The Executive Principal and Head of School, with responsibility for standards and intervention, is responsible for coordinating the implementation of this policy and monitoring outcomes.

7.2 Teaching and Support Staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with "low ability"

- Promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive

- Plan and deliver curricula and lessons to the highest standard and support the acceleration of progress in learning, so that gaps can be narrowed, and improvements maintained

- Support disadvantaged groups of students 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 and research, which have proven track records in narrowing the gaps in attainment and achievement

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

7.3 Governing Body

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented. The Chair of Governors is responsible for ensuring the implementation of this policy.

In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys, etc.) data as evidence of impact.

At the end of the academic year, Governors will ensure that there is an annual statement published on the school website, on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our School and the impact this has had on groups and individual students.

9. MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a half termly basis as part of our on-going data analysis cycle to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the School is having on narrowing the gaps. Increased funding that becomes available under the Pupil Premium grant will be taken into account in the annual review.

The importance of context is recognised and the evaluation of new strategies will be robust to ensure that the approach taken has the desired outcome for groups and individual students. This review will form part of our annual School Evaluation and Improvement Cycle.

10. DISSEMINATING THE POLICY

This Pupil Premium Policy, along with the details of actions will be published on the school website (with paper copies available on request in the School office). The progress of students in receipt of Pupil Premium funding will be a standing order in every Executive Principal review meeting, house meeting and departmental meeting.

11. APPEALS PROCEDURE

Any appeals against this policy can be made through the Governors complaints procedure.

12. REFERENCES

- Equality Policy
- School Improvement Plan (SIP)
- School Evaluation Form (SEF)