



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

PUPIL PREMIUM POLICY

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COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

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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 2023 to 2024, published by the Education and Skills Funding Agency (ESFA). 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.

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 they can reach their full potential.

4. Use of the grant

- We recognise that not all disadvantaged pupils will be identified by the pupil premium criteria and likewise, not all children eligible for pupil premium funding will be disadvantaged or underachieving. Therefore, we do not ring fence our pupil premium funding but allocate it according to the needs of individuals or groups of pupils.

- In choosing the type of provision we use we consider firstly the needs of the children and the desired outcomes as well as the resources (both human and physical) that are available.
- We may also refer to educational research regarding the effectiveness of provisions using the Educational Endowment Fund to inform our choices. guide published by the Education Endowment Foundation (EEF). This is outlined in the school's Pupil Premium Strategy.
- Pupil Premium grants are not personal funds. It is for the school to decide how best to utilise the funding to close the gap of its disadvantaged children.
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Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide and DfE guidance in Using Pupil Premium Guidance for School Leaders:

- Support the quality of teaching, such as staff professional development. Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
- Provide targeted academic support, such as professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback
- Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
- Learning Support Assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support
- Supporting attendance through well-being check ins, soft starts where necessary and engagement with families if attendance or punctuality is affected.
- Engagement with families as well as signposting and offering further support if required

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'. See pages 8 and 9 of the DfE's guidance for schools leaders on using the pupil premium for further details.

We will consider:

- When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Some barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

- We engage with parents/carers to take their views on their child's needs into account
- We aim to address a wide range of needs, and take group and individual needs into account such as SEMH needs or support needs in the classroom
- We consider how interventions both in and outside of school can support our children both with their academic progress but also considering their overall well-being.
- Children who are eligible for Pupil Premium are considered in class meetings, SEND meetings and Pupil Progress meetings to ensure they are accessing what they require within school. The principles and ethos of the Pupil Premium strategy is promoted to staff
- We will evaluate the progress and success of our spending to identify what works in the school and to further inform decisions around spending.

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

- Providing extra 1-to-1 or small-group support
- Employing extra Learning Support assistants/Higher Learning Teaching Assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths, language development or English)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs, phonics screening test, MTC)
- Funding educational trips and visits
- Funding English classes for children who speak another language
- Funding resources to support learning and SEMH within school (eg ELSA sessions).
- Pastoral provision: including provisions that develop social skills, emotional literacy and overall health and wellbeing

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 DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [St Paul's Pupil Premium Strategy and Report](#)

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 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 all households with NRPF.

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 (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October 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
- In state care from outside England and Wales before being adopted

5.4 Ever 6 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 (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 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 it is implemented across the school
- Ensuring 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 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
- 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

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who have multiple barriers to learning (SEN, EAL, PPG) and those who qualify for additional funding through the pupil premium grant.
- 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

6.4 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

All provisions will be regularly monitored through the school's Pupil Progress meetings to ensure they are meeting the outcomes set. This will lead to informed decisions on whether to continue particular interventions or not.

An annual report will be available at the end of September which will detail expenditures and impact for the previous year. This will be reported to governors and other stakeholders and placed on the website.

Regular updates will be made to governors through the committee and FGB Headteacher reports.

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