



Pupil Premium Policy

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Approved: Steve Border (Headteacher)

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THE PUPIL PREMIUM

The school is allocated Pupil Premium funding of £1,515 per pupil for those whose families who have registered for Free School Meals (FSM). This includes any child who has been registered for FSM at any point during the past 6 years. The children of members of the armed forces that are not FSM receive £350 of funding. Schools also receive Pupil Premium Plus Funding which is £2,630 for each pupil who has been looked after for 1 day or more; has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. The Government believe that the Pupil Premium funding, which is additional to the main school funding, can be used to address inequalities between children eligible for Pupil Premium and children that are not.

THE PURPOSE OF THE PUPIL PREMIUM POLICY

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

At Lady Bay Primary School, we aim to deliver innovative and inspirational learning, enabling high achievement for all. We recognise that barriers to achievement can take a variety of forms. Our aim is to support every child, both in and out of the classroom in order for them to reach their full potential. We will make additional provision for each pupil who is in receipt of Pupil Premium Funding and ensure it is used effectively so that each child has an equal opportunity to become an empowered learner and to attain as highly as possible. We recognise that we are accountable for expenditure of the Pupil Premium funding.

The purpose of this policy is to outline our aims for how the Pupil Premium Funding allocated to us will have an impact on helping to diminish any differences between disadvantaged students and their peers and the entitlement that pupils in receipt of this funding will have. We are accountable to the DfE, our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. We are aware that schools maintained by the local authority are required to publish their strategy for the school's use of the pupil premium on their websites. This must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the school will spend the pupil premium to address those barriers and the reasons for that approach
- how the school will measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, schools must also publish

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

It is our policy that we shall publish the above information on our website. In meeting this requirement, we will observe our continuing responsibilities in meeting GDPR, so that

individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

THE USE OF THE PUPIL PREMIUM

In line with evidence, based research, the DfE make it clear that *'There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis...When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils.'*

To ensure PP grant is focused on effective approaches to raising the educational attainment of eligible pupils, schools (including local authority virtual schools) must spend their PP grant on evidence-informed activities in line with the 'menu of approaches' set by the Department for Education (DfE).

The menu aligns with the Education Endowment Foundation's (EEF's) evidence-informed tiered approach, which helps schools allocate spending across 3 key areas:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.

At Lady Bay Primary, our provision for supporting pupils in receipt of the Pupil Premium Funding is based on these three targeted areas and we have been guided by the document 'Using pupil premium: guidance for school leaders' (DfE. 2025) for selecting the most effective strategies.

At Lady Bay Primary School we use Pupil Premium Funding in the following ways:

- Support training and continuous development to improve the quality of all teaching.
- Target support for disadvantaged pupils through evidence-based interventions. All Pupil Premium pupils regardless of prior attainment will receive 1:1 tuition from qualified teachers.
- Supporting whole-school strategies to improve attendance, behaviour and readiness to learn.
- In the first instance use high quality teaching and learning, including effective feedback, to improve attainment.
- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies to diminish differences and adapt these as necessary to meet the needs of our pupils. Including, those outlined by the EEF.
- Working closely with DSLs, the school SENCo/LAC teacher and Virtual School staff to ensure that children in receipt of the Pupil Premium are safe and well.

- Be transparent in our reporting of how we have used the Pupil Premium, so that stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference. We publish on our website our Pupil Premium Strategy annually.
- Ensure strategies for early identification of pupils that are disadvantaged are in place.
- Encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner to remove any potential barriers or stigma attached to claiming FSM.
- Develop positive relationships and ensure effective communication with parents. We recognise the vital role that parents and carers play in the lives of their children.
- Have the highest expectations for Pupil Premium pupils and be mindful that eligibility and take up of FSM does not equate with students being of 'low ability'.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium.
- Recognise the fact that FSM students are not a homogeneous group and that they may have a wide range of needs (for example EAL, SEND or medical needs). As such, the strategies we use to raise attainment will take individual needs fully into account.
- Closely monitor and review progress and attainment of individual pupils in receipt of the Pupil Premium.
- Use the Pupil Premium for all year groups and identify early which pupils may be eligible for the Pupil Premium in Foundation Stage.
- Use the Pupil Premium to ensure that all pupils can participate in enrichment activities and not be excluded from activities because of financial hardship. This includes trips, residentials and after school clubs.
- Use the Pupil Premium to help raise aspirations and promote life-long learning through links with local universities.

DEVELOPMENT OF THE POLICY

This policy has been developed with our pupils, staff, Governing Body and parents/carers in mind. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

Where pupils have additional barriers to their learning, we shall support them with overcoming these through personalised provision.

In addition to the DfE published guidance in 2025, we have considered additional research including:

- the EEF Teaching and Learning Toolkit that ranks interventions and approaches by effectiveness and value for money
- the EEF Guide to the Pupil Premium
- the EEF families of schools database to help teachers learn about good practice from similar schools
- EEF guidance reports on high-priority topics
- the National Foundation for Educational Research that has recommendations for school

leaders on raising disadvantaged pupils' attainment
Ofsted 's published reports on effective pupil premium strategies:
- how schools are spending the funding successfully
-local research projects such the Multi-Modal Literacy Programme.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly our staff and Governing Body to be committed to raising standards and diminishing differences for our students. The Head teacher and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff members are aware of their responsibilities in relation to this policy. They will also ensure that staff members are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.

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 pupils in receipt of the Pupil Premium Funding.

Accountability

We must show how they are using their pupil premium effectively:

- by publishing a statement on our website each academic year using the DfE template
- through inspections by Ofsted - inspectors discuss plans schools have to spend their pupil premium
- through scrutiny of pupil premium plans by our governors

Ofsted's framework for inspecting local authority children's services also requires inspectors to ask for the virtual school annual report. This report should include details of how the VSH has managed the pupil premium for looked-after children.

Schools are also held to account for the outcomes achieved by their disadvantaged pupils through published performance tables.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact to diminishing differences. Our Pupil Premium Policy will be reviewed on an annual basis.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

DISSEMINATING THE POLICY

This Pupil Premium policy will be published:

- on our website
- we shall also use other methods and occasions such as transition events and meetings, to share information about the Pupil Premium.

APPEALS PROCEDURE

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