


THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	Autumn 2024
POLICY AND PROCEDURE STATEMENT	REVISION DATE	Autumn 2026
 The Priory Primary School		
Pupil Premium Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

December 2024	<ul style="list-style-type: none"> - Policy updated in line with The Key model policy - Section 4 Use of grant section updated to specify types of interventions and to include DfE Menu of Approaches - Section 4 updated to specify tracking of groups and comparisons of data - Section 6.2 - Allocation of a linked governor
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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 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil 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

The attainment and progress of children in receipt of the Pupil Premium is tracked and interventions are put in place where there is a concern. Sometimes the Pupil Premium Grant is used to subsidise these interventions.

Using research from the Education Endowment Foundation, from Cognitive Science Approaches in the Classroom (Perry et al), and from Teaching Sprints (Breakspear et al) we have selected interventions that have a significant impact (of 3 months additional progress or more) or will significantly improve the quality first teaching in the classroom.

For example: Use of teaching assistant, small group tuition, social and emotional learning, reading comprehension strategies, phonics training.

We will use the DfE 'Menu of Approaches' (below) to deploy support for disadvantaged pupils at different levels.

DfE menu of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Purpose

The pupil premium was introduced in April 2011 and is additional funding, allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Long-term evidence concludes there is often an inequality of outcome for children who are disadvantaged, and the funding is provided to help tackle the gaps in achievement.

Ofsted 2012 report on Pupil Premium:

'It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support'.

Accountability

Schools are accountable for the money, and we report to parents and governors on:

- The school's pupil premium allocation for the current academic year
- Details of how we intend to spend the allocation
- Details of how the previous academic year's allocation was spent
- The impact of this expenditure on the educational attainment of 'Ever 6 FSM' pupils

Our approach at The Priory

- We are committed to providing a high quality education for all children
- We track individual pupils throughout the year ; we track the progress of disadvantaged pupils as a group and compare their attainment and progress to non-disadvantaged groups in the school, as well as disadvantaged groups regionally and nationally
- Where progress and/or attainment are a concern, we ensure that there is additional input
- Action plans, intervention strategies and support are based on experience of successful practice, and on research into specific strategies of particular benefit for FSM children, such as early intervention, effective feedback, peer-assisted learning, one to one support, self-assessment strategies and using ICT.

Monitoring the Pupil Premium grant

The Priory Governors monitor the expenditure and impact of the Pupil Premium Grant.

They use the following questions as a monitoring framework.

- Who are our potentially vulnerable pupils?
- Are they identified and tracked in appropriate ways?
- What do we know about the quality of our provision?
- Are we using well founded interventions?
- Are we evaluating the impact of interventions?
- How well is the use of PPG being monitored?
- Are we closing the gaps?
- How successfully do we involve parents?
- Where is our evidence?

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](#).

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year R 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 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 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 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 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 1 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

Assigning a link governor for the Pupil Premium

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

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

7. Monitoring arrangements

This policy will be reviewed every 2 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:

Pupil Premium Strategy Statement

Pupil Premium Report (2023-24) and Plan (2024-25)

Equality Objectives