



# St Margaret's CE VA Primary School: Pupil Premium Policy

**Policy Status:** Statutory

**Date of Last Review:** June 2025

**Date of Next Review:** June 2026

**Policy Author:** Stuart Jones (Headteacher)

**Approved by:** Governing Body

## 1. Introduction

This policy outlines St Margaret's CE VA Primary School's approach to utilising Pupil Premium funding to improve the educational outcomes and wider well-being of our disadvantaged pupils. It reflects our commitment to providing an inclusive and equitable learning environment where every pupil can thrive, in line with our vision: "Learn to love, love to learn, strive to serve," and our core values of Respect, Thankfulness, Forgiveness, Perseverance, Responsibility, and Truthfulness. This policy has been created with consideration of the non-statutory guidance Using Pupil Premium: Guidance for School Leaders – This was published on February 2024.

## 2. Aims

The aims of this Pupil Premium Policy are to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Accelerate the progress of disadvantaged pupils.
- Address barriers to learning faced by disadvantaged pupils, including academic and non-academic challenges.
- Ensure that Pupil Premium funding is used effectively and efficiently to maximise impact.
- Provide disadvantaged pupils with access to a broad and balanced curriculum, enriched learning experiences, and high-quality teaching.
- Promote the social, emotional, and mental well-being of disadvantaged pupils.
- Comply with all relevant statutory guidance and OFSTED requirements.

## 3. Principles

This policy is underpinned by the following principles:



- **Pupil-Centred:** The needs and aspirations of individual pupils are at the heart of all decision-making.
- **Evidence-Based:** Interventions and strategies are informed by research and evidence of what works.
- **Targeted Support:** Support is tailored to meet the specific needs of individual pupils, based on thorough assessment and analysis.
- **High Expectations:** We have high expectations for all pupils, regardless of their background.
- **Collaboration:** We work in partnership with pupils, parents, staff, governors, and external agencies to achieve the best possible outcomes.
- **Accountability:** We are accountable for the effective use of Pupil Premium funding and the impact it has on pupils' outcomes.
- **Transparency:** Our Pupil Premium strategy and its impact are communicated clearly to all stakeholders.

#### 4. Eligibility and Funding Allocation

- **Eligibility:** Pupil Premium funding is allocated to schools based on the number of pupils who:
  - Are currently eligible for free school meals (FSM) or have been eligible at any point in the last six years (Ever 6 FSM).
  - Have been looked after continuously for more than six months.
  - Are children of service personnel. (Service Pupil Premium)
- **Funding Allocation:** The amount of Pupil Premium funding received by the school is determined by the Department for Education (DfE).
- **Service Pupil Premium:** The principal purposes of the service pupil premium are to:
  - enable schools to offer mainly pastoral support to eligible pupils during challenging times
  - help mitigate the negative impact on service children of family mobility or parental deployment
  - help improve the academic progress of eligible pupils if the school deems this to be a priority

#### 5. Roles and Responsibilities

- **Governing Body:**
  - Overseeing the implementation of the Pupil Premium Policy.
  - Monitoring the impact of Pupil Premium funding on pupil outcomes.
  - Ensuring that the school is held accountable for the effective use of Pupil Premium funding.
- **Headteacher:**



- Providing strategic leadership for the implementation of the Pupil Premium Policy.
- Ensuring that Pupil Premium funding is used effectively and efficiently.
- Reporting to the Governing Body on the impact of Pupil Premium funding.
- **Pupil Premium Lead (Designated Teacher):**
  - Coordinating the implementation of the Pupil Premium Policy.
  - Identifying the needs of disadvantaged pupils.
  - Developing and implementing targeted interventions and support strategies.
  - Monitoring the progress of disadvantaged pupils.
  - Liaising with parents, staff, and external agencies.
  - Reporting to the Headteacher and Governing Body on the impact of Pupil Premium funding.
- **Class Teachers:**
  - Identifying the needs of disadvantaged pupils in their class.
  - Providing high-quality teaching and differentiated instruction to meet the needs of all pupils.
  - Implementing targeted interventions and support strategies.
  - Monitoring the progress of disadvantaged pupils.
  - Liaising with the Pupil Premium Lead and parents.
- **Special Educational Needs Coordinator (SENCo):**
  - Working with the Pupil Premium Lead to identify and support disadvantaged pupils with SEND.
  - Ensuring that disadvantaged pupils with SEND have access to appropriate resources and support.
- **Designated Safeguarding Lead (DSL):**
  - Working with the Pupil Premium Lead to identify and support disadvantaged pupils who are at risk of harm.
  - Ensuring that safeguarding procedures are followed.
- **Parents/Carers:**
  - Working in partnership with the school to support their child's learning and well-being.
  - Attending meetings and providing feedback on their child's progress.
  - Informing the school of any changes in circumstances that may affect their child's eligibility for Pupil Premium funding.
- **Pupils:**
  - Engaging actively in their learning.
  - Seeking support when needed.
  - Providing feedback on the support they receive.



## 6. Implementation Strategies

St Margaret's CE VA Primary School will use Pupil Premium funding to implement a range of evidence-based strategies, focusing on the three key areas outlined in the EEF's tiered approach:

- **Developing High-Quality Teaching:**
  - Providing high-quality professional development for teachers, focusing on effective teaching strategies for disadvantaged pupils.
  - Ensuring that all teachers have access to high-quality resources and support.
  - Promoting a culture of collaboration and shared learning among teachers.
  - Investing in resources to support subject specific teaching and learning.
- **Providing Targeted Academic Support:**
  - Providing small-group tuition and one-to-one support for disadvantaged pupils who are falling behind.
  - Implementing targeted interventions to address specific learning needs.
  - Providing additional support for disadvantaged pupils during transition periods (e.g., from primary to secondary school).
  - Providing support for disadvantaged pupils to access enrichment activities and extracurricular opportunities.
- **Tackling Non-Academic Barriers to Success:**
  - Providing support for disadvantaged pupils to improve their attendance and behaviour.
  - Providing support for disadvantaged pupils to improve their social, emotional, and mental well-being.
  - Providing support for disadvantaged pupils to access resources and services that they need (e.g., school uniform, transport, counselling).
  - Working with families to address barriers to learning at home.

Specific interventions and strategies will be selected based on a thorough assessment of pupils' needs and evidence of what works. The school will utilise the DfE's "menu of approaches" and the EEF's Teaching and Learning Toolkit to inform decision-making.

## 7. Monitoring and Evaluation

The impact of Pupil Premium funding will be carefully monitored and evaluated through a range of methods, including:

- Regular progress tracking of disadvantaged pupils.
- Analysis of attainment data, including standardised test scores and teacher assessments.
- Pupil voice surveys and focus groups.
- Parent feedback.



- Observations of teaching and learning.
- Review of intervention effectiveness.

The findings of the monitoring and evaluation process will be used to inform future planning and resource allocation. The Pupil Premium Lead will report regularly to the Headteacher and Governing Body on the impact of Pupil Premium funding.

- ?

## **8. Reporting and Communication**

St Margaret's CE VA Primary School will publish a Pupil Premium Strategy Statement on the school website annually, in line with DfE requirements. The strategy statement will include information on:

- The amount of Pupil Premium funding received by the school.
- The school's Pupil Premium strategy, including the challenges faced by disadvantaged pupils, the interventions and strategies being implemented, and the intended outcomes.
- The impact of Pupil Premium funding on pupil outcomes in the previous academic year.
- Plans for future spending.

The strategy statement will be written in a clear and accessible style, with parents and governors as the primary audience.

## **9. Review**

This policy will be reviewed annually by the Headteacher in consultation with staff, governors, and parents. The review will consider the effectiveness of the policy in achieving its aims and objectives, and any necessary amendments will be made.

## **10. Links to Other Policies**

This policy is linked to the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy
- Safeguarding Policy
- Equality Policy

## **11. Further Information and Resources**

- DfE: Pupil Premium: [[Link to DfE Guidance](#)]
- EEF: Pupil Premium: [[Link to EEF Guidance](#)]



- EEF Teaching and Learning Toolkit: [\[Link to EEF Toolkit\]](#)