Pupil Premium Policy

Adoption by Governing Body

…… (Signature of Chair of Governors)

Date: September 2025
To Be Revised :September 2026

Squirrels Heath Primary School.

Pupil Premium Policy

1. Aims

This policy aims to:

●Provide background information about the pupil premium grant and related funding so that 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 & Guidance

This policy is based on the pupil premium conditions of grant guidance (2025 - 2026), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE), found online:
https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026

It is also based on guidance from the Education Endowment Fund (EEF) on effective use of the Pupil Premium funding:
https://educationendowmentfoundation.org.uk/using-pupil-premium

In addition, this policy refers to the DfE's information on what maintained schools must publish online.

3. Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years Reception to Year 6. Eligible pupils fall into the categories explained below. Census data taken at set dates across the year inform the final allocation for the following fiscal year.

3.1 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 census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

This includes pupils first known to be eligible for free school meals in the most recent January census.

3.2 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.

3.3 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.

3.4 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

4. Purpose of the Grant

Statistically, pupils who receive Free School Meals start school behind their peers academically and continue to underperform in comparison to those children who do not - Pupil Premium funding is therefore allocated to this vulnerable group of pupils in order to reduce differences in attainment and progress rates for underperforming pupils, and to support Middle Attaining and High Attaining / More Able pupils to reach their full potential.

The Government does not dictate how schools should spend this money, but is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and progress rates. Schools are expected to use research based methods, including but not exclusive to those whose success rates are reported on the EEF website. Schools will be accountable for how they choose to spend the money, and there is a planned reform to the school performance tables to include new measures that show how the attainment and progress of pupils who receive the pupil premium compare with their peers.

For children in receipt of the Pupil Premium + grant, the Government does not dictate how schools should spend this money, but is clear that schools will need to employ the strategies that they know will support the personalised education plans of individual children.

5. Use of the Grant

We believe that we have a duty to use Pupil Premium Funding effectively to support children who have been identified as socially disadvantaged in order to ensure that this vision is met.

We do this in the following ways by ensuring:

● that teaching and learning opportunities meet the needs of all pupils, reflecting a needs analysis
● that first teaching in the classroom is of a high quality, and caters for the needs of disadvantaged pupils
● that staff are fully trained on the latest and best approaches and methods for supporting disadvantaged pupils
● that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups and are socially disadvantaged within and outside the classroom
● that class teachers are supported in meeting the needs of disadvantaged pupils ● that pupils' personal, emotional, social and mental development is supported
● that pupils' learning experiences are broad, rich and meaningful
● that the performance gap between Pupil Premium pupils and their peers is narrowed where children come to us behind in their learning
● that Middle Attaining and High Attaining / More Able Pupil Premium pupils are challenged appropriately to ensure they reach their full potential

We recognise that not all pupils who are eligible for free school meals or have been eligible in the last 6 years are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding may be allocated therefore to support any pupil or groups of pupils that have not formally been identified or recognised by the government as disadvantaged.

Our aim is for all pupils to meet year group expectations, and where possible, move beyond curriculum expectations so that they leave the Squirrels Heath Primary School fully prepared for their secondary school education. Pupil Premium will therefore be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs so that they make the best possible progress.

In order to meet the above requirements, the Governing Body of Squirrels Heath Junior School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

We recognise that disadvantaged pupils may have a range of barriers, which may impact on their progress. We aim to identify these regularly and plan provision specifically to overcome these barriers to pupils' success.

Our priorities focus on

● providing support and challenge to Lower Attaining pupils with complex needs (PP, PP+, SEN, EAL, SEMH) not on track to achieve Age Related Expectations (ARE) to ensure they achieve their potential by making good or better progress and move towards Age Related Expectations where possible
● providing support and challenge to Lower Attaining pupils not on track to achieve Age Related Expectations (ARE) to ensure they achieve their potential by making good or better progress and achieve Age Related Expectations
● providing support and challenge to Middle Attaining pupils to ensure they achieve their potential by making good or better progress and remain on track to achieve Age Related Expectations or better

● providing support and challenge to High Attaining pupils to ensure they achieve their full potential
● identifying and supporting all vulnerable children across the school in all areas of need
● identifying underperforming pupils across all attainment groups and taking action to ensure they achieve their full potential
● identifying rapidly any gaps in pupils' learning and taking action to provide opportunities for them to learn basic / key essential skills
● ensuring disadvantaged pupils attend school regularly so that they do not fall behind due to poor attendance or punctuality
● ensuring disadvantaged pupils have full access to a range of extracurricular activities and events for a full educational experience
● ensuring disadvantaged pupils have full access to online learning and technology to continue to embed learning at home

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through regular review and progress meetings. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. The Governing Body includes a Link Governor with responsibility for Pupil Premium to ensure provisions are appropriate. Governing Body meetings include the presentation and discussion of link reports. It also includes discussion of the use of Pupil Premium funding and its impact.

The range of provision we provide includes:

● High quality first teaching and feedback in all class lessons, developed through staff professional development
● Effective targeted support through teaching intervention during the school day with an experienced teacher focusing on overcoming gaps in learning
● Small group and/or 1:1 support before, during and after school
● Wider Strategies including a Learning Mentor to help remove barriers to learning eg. self regulation issues, self-esteem issues, wider issues outside school which have a negative impact on their wellbeing
● Wider Strategies including a Home School Support Worker to help support families with issues which impact on their children's ability to engage and learn eg attendance, punctuality, engagement with home learning, wider family issues
● Access to additional learning resources in school
● Access to additional learning resources at home
● Access to additional resources to help pupils be "school ready"
● Additional opportunities to enhance or complement the school offer eg. after school clubs including a homework club to assist pupils with their learning
● Assisting with funding for school visits and residential trips

6. Monitoring

We have a duty to monitor the impact of the use of Pupil Premium funding and will make amendments to provision each term to reflect current needs.

We will regularly monitor, review and use information to further develop provision, through:

● Hard outcomes: Attainment and progress outcomes of Pupil Premium pupils compared to the rest of the cohort half termly and outcomes for Pupil Premium pupils both locally and nationally on an annual basis
● Feedback from staff, children, parents / carers and other professionals
● Soft outcomes: confidence, well-being, attitude, behaviour
● Barriers reducing the impact of actions taken
● Attendance and Punctuality, including persistent absence

Monthly finance meetings will also be held to monitor spending regularly, and to ensure funding continues to be spent effectively.

The designated Pupil Premium Lead and Pupil Premium link governor oversee provision, funding and pupil progress on a half termly basis. Class teachers monitor and report on the progress of Pupil Premium pupils each half term. This is overseen by the Assessment Lead and the Senior Leadership Team.

7. Roles and Responsibilities

Headteacher

The Headteacher will have overall responsibility for evaluating the impact of the programme.

All staff

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, SEMH) and those who qualify for additional funding through the pupil premium grant.

Class teachers are responsible for the progress made by all the pupils.

All staff will give pupils clear feedback that helps pupils to improve their work.

Pupil Premium Lead

The Pupil Premium Lead is responsible for:

● Keeping this policy up to date, and ensuring that it is implemented across the school.
● Ensuring that all staff are aware of their role in raising the attainment of disadvantaged pupils.
● Setting out planned actions each year in the Pupil Premium Strategy Statement, as part of a 3-5 year plan, updating the statement termly and ensuring it is published on the school website yearly.
● Setting out an Implementation Plan to ensure actions, initiatives and provisions are effective and sustained over time.
● Planning pupil premium spending and keeping it under constant review, using an evidence based approach.
● Liasing with other members of the Senior Leadership Team to constantly review and improve strategies and approaches.

● Preparing and analysing data relating to the performance of Pupil Premium pupils comparative to their peers to continuously track differences in attainment and progress and identify areas for further development.
● Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's approach
● Completing a yearly review to provide a full breakdown of spending and to analyse its impact. This is shared with staff, parents and governors, and published on the school website. It is updated annually. It includes: End of Key Stage (SATs) Test results, comparative national data, the progress made towards diminishing the gap between Pupil Premium and non-Pupil Premium pupils, an outline of available provision, an analysis of the impact of spending, targets for improvement.

This information will be published on the school website. September 2025