



Pupil Premium Policy

Date of approval: January 2026

Review date: January 2029

Staff lead: Paul Newton

Approved by: FGB

Pupil Premium Policy

Purpose

The Government believes that the Pupil Premium (PP), which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

PP is allocated to schools and is clearly identifiable. It is for schools to decide how the PP allocation is spent, since they are best placed to assess what additional provision should be made for the pupils in their care.

In Staffordshire, Pupil Premium Plus (PP+) for looked-after children (LAC) is managed by the Virtual School, with funding of up to £500 per term, per child, allocated via SMART targets in the Personal Education Plan (PEP). Funding focuses on improving attainment, progress, and reducing barriers to learning, such as emotional health and wellbeing support. Targeted Use: Funds must be directly linked to educational outcomes and specific targets identified in the PEP. On occasion, children may attend school whose PP+ is managed by Virtual Schools from other authorities.

Aims

Chancel Primary School welcomes and shares the Government's aim of tackling all forms of disadvantage, while working tirelessly to ensure inclusion and equal access for all learners.

We recognise that there are some pupils eligible for Pupil Premium funding. This is allocated as a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils eligible for Pupil Premium are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. 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 needing additional support to achieve improved outcomes in learning and/or well-being.

Provision

Pupil Premium funding will be used in the first instance to support the learning needs of children eligible for this funding who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'.

Priorities

Our priorities are:

- To facilitate pupils' access to education;
- To facilitate pupils' access to the school's curriculum;
- To provide additional support to facilitate academic and emotional development by way of 1:1 or small group support;
- To provide quality support for those pupils not on track to achieve expected progress;
- To provide experiences in order to broaden horizons for pupils eligible for PP – clubs, visits, support etc.;
- To provide educational support for parents via parental workshops.

Monitoring and Evaluation

This Education Endowment Fund (EEF) guide lays out the purpose of PP and gives detail on getting the most pupil benefit from the funding. The Department for Education (DfE) requires every school to publish an updated strategy statement every academic year before 31 December, using DfE's provided template.

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group attainment and progress meetings between the SLT and each Class Teacher.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Examples of learning through pupils' work, photographs, recorded learning, pupil interviews, etc.;
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.;
- Discussions at PEP meetings (PP+).

The Governors' will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Success Criteria

- Early intervention and support for socially disadvantaged pupils;
- The vast majority of socially disadvantaged pupils will meet their individual targets;
- Effective 'parent-pupil-school' communication and support;
- Having an effective system for identifying, assessing and monitoring pupils;
- Having a whole school approach;
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Reporting

It will be the responsibility of the Head Teacher/Assistant Head Teacher to produce reports for the Governors which will include:

- An outline of the provision that has been made;
- Comparative data for 'none' disadvantaged pupils by year group;
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving the provision;
- It will be the responsibility of the Governing body to ensure an outline of the school's progress towards supporting the development of socially disadvantaged pupils is monitored.

An annual report will also be published on the school's website.

Complaints

It has been indicated by the DfE that it is intended that parents will be able to request access to their child's share of the premium. As the intervention programme the school implements will be planned in advance and will account for all of the funding available to the school for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions. Our policy, therefore, is that this will not be allowed. The Headteacher will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual.

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

Equality Information

This policy is underpinned by the Equality Information and Objectives Policy for Chancel Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

The policy will be disseminated widely to all staff members, governors and parents and it will be reviewed every three years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.

Approved by Governing Body (sign): _____

Dated: _____