Pupil premium policy

Approved by:	Governing Body	**Date:** November 2025
Last reviewed on:	November 2025	
Next review due by:	November 2027	

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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 <u>allocations and conditions of grant guidance 2025 to 2026</u> and guidance on <u>using the pupil premium</u>, <u>virtual school heads' responsibilities concerning the pupil premium</u>, and the <u>service pupil premium</u> from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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.

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

4.1 Pupil premium

1. Identifying Challenges to Attainment
We begin by analysing internal data (e.g. progress, attendance, behaviour) and gathering insights from staff, pupil voice, and parental feedback. This helps us pinpoint key barriers faced by disadvantaged pupils—such as literacy gaps, poor attendance, limited aspirations, and reduced access to enrichment.

2. Aligning with the DfE's Menu of Approaches
Our strategy is structured around the DfE's recommended three-tiered approach:

- **High-quality teaching** (e.g. CPD on adaptive teaching and literacy)
- **Targeted academic support** (e.g. tutoring, reading interventions)
- **Wider strategies** (e.g. attendance support, enrichment access, wellbeing provision)

This ensures our spending is balanced and evidence-informed.

3. Using Research Evidence to Inform Strategy
We draw on a range of sources, especially the **Education Endowment Foundation (EEF)**, whose Teaching & Learning Toolkit and implementation guidance help us select cost-effective, high-impact interventions. We also refer to:

- DfE's Pupil Premium guidance
- Ofsted reports and case studies
- Research from organisations like the Sutton Trust and Child Poverty Action Group

All spending decisions are reviewed termly and evaluated for impact using measurable outcomes.

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: [Pupil Premium | LJFS](#)

4.2 Service pupil premium

We make decisions about how to use the Pupil Premium grant based on a combination of:

- **Needs analysis**: We identify barriers to learning and wellbeing through data (e.g. attainment, attendance, behaviour) and pupil voice.
- **Evidence-based practice**: We refer to research from the Education Endowment Foundation (EEF) and other trusted sources to select interventions with proven impact.
- **Strategic alignment**: Spending is aligned with our School Development Plan and priorities for disadvantaged pupils.
- **Monitoring and evaluation**: We track the impact of funded activities using clear success criteria and adjust our approach based on outcomes.

This ensures that funding is used effectively to close gaps in attainment, engagement, and opportunity for our disadvantaged learners.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Y7-Y11

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 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.

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 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 ('ever 6 service children'), 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

6. Roles and responsibilities

6.1 Executive Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

> Keeping this policy up to date, and making sure it is implemented across the school

> Making sure 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 and service 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

> Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children

> 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

> Identifying the eligible looked-after children and informing the local authority

> Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay

> Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way

> Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be monitored by the Executive Headteacher

It will be reviewed every 2 years. At every review, the policy will be shared with the governing board.