



# Pupil Premium Policy

The Pupil Premium is an allocation of additional funding given to schools to help them to improve the attainment of their disadvantaged pupils as evidence shows that children from disadvantaged backgrounds:

- Generally face extra challenges in reaching their potential at school.
- Often do not perform as well as their peers.

The Pupil Premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. The Pupil Premium grant is not based on ability as research shows that the most academically able pupils are not always those pupils who are non-disadvantaged.

The Government has used pupils entitled to Free School Meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period.

Funding is allocated in the following way (subject to government changes)

- £1515 per pupil in Primary Education who either currently accesses Free School meals or has claimed in the last 6 years (Free School Meals Ever 6)
- £2630 per pupil who is currently looked after or has previously been looked after
- £350 for pupils who have parents serving in HM Forces or has a pension from the Ministry of Defence. (this funding is for pastoral support)

At Willow Wood Community Primary School, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Willow Wood Community Primary School, this is approximately 55% of the children with the remaining 9% of those in receipt of Pupil Premium being made up of those children who are looked after or are post looked after. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

## Context

It is up to school leaders to decide how to spend the Pupil Premium and this is decided using a thorough assessment of the children's needs. Funding is then allocated and used to improve attainment. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be:

- reduced support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties and
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching and support staff are involved in the analysis of data and the identification of pupils; so that they are fully aware of strengths and weaknesses across the school.

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## **Provision**

Evidence suggests that Pupil Premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas but focusing on teaching quality (investing in learning and development for teachers):

1. Teaching
2. Academic support
3. Wider approaches

The range of provision the Governors consider making for this group could include:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work and intervention with an experienced teacher/teaching assistant focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through trained providers or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary.

- Additional learning support.
- Pay for all or support the payment for activities, educational visits and residentials.  
Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- PE provision.
- Music provision.
- Behaviour support.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require as well as the changing needs of our school community and context. However, through doing this it is hoped that the Pupil Premium funding can increase children's confidence and resilience as well as encourage children to be more aspirational.

### **Accountability and Reporting**

Schools must show that they are using the Pupil Premium funding effectively:

- By publishing an online statement on their website
- Through inspections by Ofsted
- Through published performance tables.

It will be the responsibility of the headteacher, or a delegated member of staff, to produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils and how the subsequent funding will be spent. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Annual statements and reviews can be viewed on the school website.

Policy Reviewed: June 2026