Pupil Premium Policy

Approved by:	Shelly King	**Date:**	May 2025
Last reviewed on:	May 2026		
Next review due by:	May 2027		

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 allocations and conditions of grant guidance 2024 to 2025, published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on using the pupil premium and the service pupil premium.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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.

4. Use of the grant

Willesborough Infant and Willesborough Junior Schools are federated schools with a cohesive and progressive approach to strategy. There is a very strong commitment, shared by staff and governors, to doing everything possible to overcome challenges that may hinder a child's development – socially, emotionally and academically. High-quality teaching is integral to our approach.

The spending of our pupil premium grant is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF) and Ofsted subject reviews.

The way that we spend our pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide.

The DfE says your activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- We have considered the context of our schools and the main challenges our disadvantaged and vulnerable pupils face:

  -Attendance

  -Home experiences that affect levels of wellbeing and their readiness to learn

  -Parental engagement, especially with reading and having high expectations of their children

  -Low levels of oracy

-The gap in reading and writing attainment needs to close

Some examples of how Willesborough Infant School and Willesborough Junior School may use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths, phonics, reading or writing)
- Funding educational trips and visits
- Funding pre-teaching sessions for children who speak another language
- Structured interventions and 1:1 support to target PP pupils' gaps with speech link and language link.
- 'Target Time' feedback sessions to take place biweekly – 1:1 with targeted PP children and their class teacher
- Homework club offered to PP pupils

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: Willesborough Infant School - Pupil Premium (willesborough-infant.kent.sch.uk) and Willesborough Junior School - Pupil Premium (willesborough-js.kent.sch.uk)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

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 all 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. 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.

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 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 1 of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 The Executive Headteacher (Tom Head) and Pupil Premium Leaders (Shelly King and Felicity Eastwood)

The executive headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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 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 executive headteacher and pupil premium leaders to account for the implementation of this policy
- Ensuring 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 executive headteacher and pupil premium leaders, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the executive headteacher and pupil premium leaders 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

7. Monitoring arrangements

This policy will be reviewed annually by the Pupil Premium Leaders. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Admissions Policy
- Attendance Policy
- Child Protection Policy
- Equality Policy
- SEND policy
- Teaching and Learning Policy