



Pupil Premium Policy

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Review period: 1 year or earlier if requested by Head Teacher

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which children 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 2025 to 2026](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE). In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

3. Purpose of the grant

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.

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

We have two members of staff who are our Pupil Premium champions. They are Miss Dellar and Mr Crabb. In consultation with the Headteacher and Deputy Head, a Pupil Premium Development Plan for the forthcoming year is written. This plan will guide the strategy for supporting these children. Governors will use this detailed plan to monitor its effectiveness offering challenge and support.

Pupil Premium

Our Pupil Premium Champions will receive appropriate training to ensure they are following the latest evidence to inform their decisions on Pupil Premium Spending, for example by attending Pupil premium conferences and using evidence based research and resources from the Education Endowment Foundation and learning what works best for the children in our school.

The attainment and progress of our pupil premium children is tracked through rigorous pupil progress meetings. During these meetings staff also share the specific challenges that are in place for the pupil premium children in their class/year group and the interventions that are put in place to address these gaps in attainment. This is another way that we are able to track, and therefore ensure, that our pupil premium funding is being spent appropriately.

Dedicated Leadership time is given to this role and as part of this, parents' and children's' views will also be sought.

A range of interventions are used to support our children based upon their individual needs. These include but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions after school
- Funding educational trips and visits
- "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particular positive effect on children eligible for the Pupil Premium." EEF Pupil Premium Guidance.

The School is continuously assessing the curriculum on offer and how to improve our pedagogy in order to achieve the best possible outcomes. Our School Development Plan details our commitment

to Pupil Premium children and outlines strategies that ensure their individual learning needs are met. This also includes specific staff training.

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: <https://www.littlepaxton.cambs.sch.uk/our-school/statutory-information/pupil-premium/>

Service pupil premium

We make decisions on how to use the service pupil premium in our school in partnership with our families. We know these families can have very different needs and the children need their funding to be used in a way that is individual to them. Sometimes this will be through support in the classroom to enable them to thrive and to close the gap between them and their peers and other times this funding may be used to subsidise extra curricular activities that a particular child wants to participate in or where there is a gift/talent. We have in school inclusion support for all our children but we recognise that children in receipt of service pupil premium may need extra support or counselling and this is another way this funding could be used.

5. Eligible children

The pupil premium is allocated to the school based on the number of eligible children in EYFS – Year 6.

Eligible children fall into the categories explained below.

Ever 6 free school meals

- Children recorded in the most recent January 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 children 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 children who received universal infant free school meals but would not have otherwise received free lunches.

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.

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

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 ('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

Headteacher and Central leadership team

The headteacher and central leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged children and supporting children 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 children 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 children and raising attainment

Governors

The Governing body 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

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all children, including those eligible for the pupil premium

- Identifying children 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

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 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. Equality Review

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

8. Monitoring arrangements

This policy will be updated by the Pupil Premium lead and reviewed annually by the Headteacher. At every review, the policy will be shared with the governing body.

9. Links with other policies

This policy is linked to :

- SEN Information Report and Policy
- Equality and Diversity Policy