

Park End Primary School



Approved by: David Jackson

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Pupil Premium Policy

Review Date	Type of Review	Comments	Initials
September 26	Review	No changes	JR

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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 [allocations and conditions of grant guidance 2026 to 2027](#) 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).

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.

Service pupil premium will not be combined with pupil premium funding, and spending of each premium will be accounted for separately.

4. Use of the grant

4.1 Pupil premium

The school will use pupil premium funding to address specific challenges disadvantaged pupils face, through:

- High-quality teaching
- Targeted academic support
- Wider strategies to help pupils to attend, belong and succeed

Pupil premium is not a personal budget for individual pupils. The school may spend the pupil premium grant to benefit:

- Eligible pupils registered at our school
- Pupils who meet the funding criteria and who are registered at other state-funded schools – e.g. when hosting summer schools which welcome pupils from other schools

Where appropriate, the school may also use pupil premium funding to:

- Support non-eligible pupils with other identified needs, such as those who:
 - Have or have had a social worker
 - Are carers
 - The school believes to be economically disadvantaged but who have not been identified as eligible for the pupil premium
- Deliver whole-class interventions which will also benefit non-disadvantaged pupils

Local definition of vulnerability

Park End recognises vulnerability as increased risk of underachievement arising from one or more factors. Identification may be proactive, temporary or long-term.

Area of vulnerability	Examples of indicators leaders will monitor
Educational vulnerability	Gaps in reading, writing, maths, phonics, vocabulary, language acquisition, or readiness for the next stage.
Attendance-related vulnerability	Persistent absence, severe absence, repeated lateness, broken weeks, or reduced engagement with school routines.
Social, emotional and mental health vulnerability	Low self-regulation, anxiety, behaviour for learning concerns, trauma, bereavement or reduced resilience.
Socio-economic vulnerability	Poverty, limited access to resources, limited wider experiences, food or housing insecurity.
Social care or family vulnerability	Early help, child in need, child protection, care-experienced pupils, family stressors or safeguarding concerns.

1. High-quality teaching

Strategic cost identified: £390,162. Pupil premium contribution: £225,000. This supports additional teaching and non-teaching capacity, CPD, curriculum refinement and classroom-level improvement.

Activity	Evidence and rationale	Challenges addressed
Early reading: strengthen SSP fidelity, daily keep-up, and reading fluency routines from KS1 to KS2.	EEF evidence indicates that phonics approaches have positive impact for pupils, especially when implemented systematically and with fidelity. Structured fluency practice supports pupils to access age-appropriate texts and the wider curriculum.	1, 2
Instructional coaching and evidence-informed CPD focused on reading, writing, maths, feedback and explicit instruction.	High-quality teaching is the most important school-based lever for improving outcomes for disadvantaged pupils. Sustained CPD, coaching and implementation support help teachers refine classroom practice. Adaptive teaching is focus for 2026-7 School Improvement. EEF research Guide to Inclusive teaching July 2026	1, 2
Curriculum and assessment refinement to strengthen	A tiered approach prioritises precise diagnosis, curriculum clarity and teaching that responds to what	1, 2

Activity	Evidence and rationale	Challenges addressed
progression, diagnostic assessment and responsive teaching.	pupils know and can do. This reduces the need for later intervention.	
Targeted reduction of class sizes where this enables more feedback, interaction and responsive teaching.	Smaller groups are most effective when used to increase the quality of pupil-teacher interaction, feedback and checking of understanding. This is aligned with the school aim of accelerating pupils towards the expected standard. In larger year groups additional staff provided.	1, 2
Extensive CPD package for staff to tackle specific learning challenges.	Effective professional development that is sustained, focused, collaborative and implemented with care improves teaching quality and pupil learning, particularly for pupils facing disadvantage.	1, 2

2. Targeted academic support

Strategic cost identified: £90,000. Pupil premium contribution: £90,000. This supports additional teaching staff, additional support staff, 1:1 programmes, structured interventions and after-school tuition.

Activity	Evidence and rationale	Challenges addressed
High-quality small-group and 1:1 tuition in reading and maths, aligned with class teaching and prioritised for disadvantaged pupils who are behind.	EEF evidence shows targeted academic support can have a positive impact when linked closely to classroom teaching, diagnosed need and ongoing assessment.	1, 2, 4
Precision teaching and pre-/post-teaching for identified pupils, using standardised assessments to monitor progress.	Short, focused, well-matched intervention supports gaps in knowledge and helps pupils access classroom learning more confidently. Diagnostic assessments used to identify gaps in learning.	1, 2
Purchase and deploy reading resources for vulnerable pupils at risk of underachievement.	High-quality decodable books, fluency materials and comprehension texts strengthen both targeted support and whole-class reading provision.	1, 2
Focused early years intervention to develop early phonics and reading.	Early intervention reduces barriers before gaps widen. Phonics and early language development are a priority for disadvantaged pupils and for readiness into Year 1.	1, 2
Maths mastery programme to secure number fluency, reasoning and conceptual understanding.	Mastery approaches provide carefully sequenced instruction, precise modelling and regular checking for understanding. These are important for pupils who need secure mathematical foundations.	1

3. Wider strategies

Strategic cost identified: £224,027. Pupil premium contribution: £142,300. This supports attendance leadership, EWO capacity, pastoral support, family engagement, SEMH, enrichment and curriculum access.

Activity	Evidence and rationale	Challenges addressed
Attendance strategy: dedicated leadership, rigorous data, targeted support meetings, parent communication and work with EWO.	DfE attendance guidance expects proactive, support-first systems. Improved attendance is essential because absence reduces curriculum access and widens learning gaps.	3
SEMH and behaviour for learning: whole-school routines, staff training in regulation and relationships, targeted support	Social and emotional learning and consistent behaviour approaches support self-regulation, engagement and readiness to learn when implemented as part of a whole-school culture.	5

Activity	Evidence and rationale	Challenges addressed
such as ELSA or mentoring.		
Enrichment and cultural capital: subsidised clubs, trips and experiences, pupil leadership and aspiration building.	Wider opportunities support engagement, motivation and belonging when integrated with the curriculum and tracked for impact. They reduce the experience gap faced by disadvantaged pupils.	3, 4, 5
Outdoor school resources and OPAL development to enhance curriculum provision and engagement.	Well-designed outdoor learning can improve confidence, motivation, teamwork and resilience, particularly for pupils at risk of disengagement.	3, 4, 5
Targeted SEMH support to improve wellbeing and readiness to learn.	Pupils with stronger emotional wellbeing are more able to participate in lessons, manage transitions and access the curriculum. Support will be targeted through diagnosed need.	3, 5
Parental engagement enhanced through the Senior Safeguarding Officer and wider pastoral team.	Parental engagement approaches are most effective when practical, respectful, timely and focused on learning, attendance, routines and early help.	1, 3, 5

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 template on GOV.UK.

Our pupil premium strategy statement is available on the website under Pupil Premium

4.2 Service pupil premium

The service pupil premium will be spent in response to the specific needs of service children at the school – it will not be used to subsidise routine school activity.

The school will use the service pupil premium to:

- Offer pastoral support and counselling during challenging times for service children
- Help mitigate the negative effects on service children of family mobility and separation
- Help pupils improve communication with a deployed parent

This is not applicable in 2026/7

5. Eligible pupils

School overview

Detail	Data
Number of pupils in school	631
Proportion of pupil premium eligible pupils	73%
Pupil premium funding allocation for this academic year	£457,300
Pupil premium carried forward	£0
Total pupil premium budget for this academic year	£457,300

Eligible pupils fall into the categories explained below.

5.1 Pupils eligible for 'targeted' free school meals and 'ever 6'

From the 2026/27 academic year, all pupils in households that receive Universal Credit are eligible for free school meals (FSM) under the government's expanded FSM programme. As a result, there are now 2 categories of benefits-based FSM:

- Targeted: for pupils whose household income is less than £7,400 – the same income threshold as before the expansion

- Expanded: for pupils whose household income is £7,400 or more

Pupils who qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium.

Pupils in reception, year 1 and year 2 who receive universal infant free school meals (UIFSM) **and** qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium (though we still encourage them to apply for benefits-based FSM).

We will recheck pupils' eligibility annually.

Ever 6 FSM cohort

Pupils are eligible for the pupil premium if they have been eligible for targeted FSM (or FSM before the 2026/27 academic year) at any point in the past 6 years – these pupils are known as being part of the 'ever 6 FSM cohort'.

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 more than 24 hours.

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.

6. Roles and responsibilities

6.1 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
- Spending pupil premium in line with the conditions of grant for each financial year and the DfE's 'menu of approaches
- 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 template 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 headteacher.

It will be reviewed annually by the headteacher. At every review, the policy will be shared with the governing board.