



*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

**PUPIL PREMIUM POLICY**

*Ratified by the Governing Board on 22<sup>nd</sup> October 2025  
To be reviewed every two years.  
Review due September 2027*

## **Pupil premium funding - Purpose**

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils.

Schools receive additional funding for any pupils who have been eligible for free school meals during the last 6 years, pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces.

Schools have the freedom to spend the premium, which is in addition to the underlying school budget, in a way they think best to support raising the of attainment of the most vulnerable pupils and close the gap with other pupils in school and nationally.

## **School vision**

As a school, we recognise that Pupil Premium funding is an important tool to address the stubborn link between family income and education outcomes. We aim to use this funding to help tackle some of the barriers that stand in the way of eligible pupils' progress. Our targeted and strategic use of Pupil Premium will support children in their learning and reduce the attainment and achievement gaps between Pupil Premium and non-pupil premium children in school and nationally.

## **Barriers faced by children receiving Pupil Premium funding**

- Pupil Premium children can have a narrow range of vocabulary and poor speaking and listening skills. These limits in language can limit academic progress.
- There can be a lack of enrichment opportunities outside of school compared to non-pupil premium children due to financial constraints or a lack of opportunities made available to them. Limited exposure to learning experiences outside of school can create knowledge gaps and hinder pupils' ability to thrive academically.
- There may also be complex family situations that prevent children from flourishing and give rise to higher levels of SEMH needs. This can present in different ways such exhibiting problems with self-regulation and having issues around attachment.
- Attendance rates for some pupils eligible for Pupil Premium are low. This reduces their school hours which can have an impact on attainment, decrease engagement with school and limit pupils' aspirations.

The challenges are varied and there is no "one size fits all".

## **Building Belief**

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach so that children can progress despite the barriers
- staff support children to access and engage with learning
- staff build aspirations and a readiness for transition to high school

## **Our Approach**

We use the EEF's Five Point Plan to guide our approach to Pupil Premium funding expenditure. Our Pupil Premium Strategy is a carefully staged cyclical process that is explicitly linked with the School Development Plan.

### **1. Diagnosing Pupils' Needs**

We understand that it is essential to use a wide range of internal data and information to build a reliable understanding of what is going on for pupils within school. Insights and perspectives from across the school community are also important – we recognise that by engaging staff in this way, we help to unite views and create buy in.

Data and information we use includes:

- attendance data and levels of persistent absence and poor punctuality
- attainment data
- teacher feedback on pupils' levels of engagement and participation
- behaviour incidences and exclusions data
- pupil feedback
- reviews of teaching and learning
- information on wellbeing, mental health, and safeguarding

### **2. Use Strong Evidence to Support Our Strategy**

The DFE (June 2025) state that they 'want to support all schools to use the wealth of evidence of 'what works', evaluated by the Education Endowment Foundation (EEF), to use this funding effectively to drive high and rising standards for disadvantaged pupils'.

We aim to use the best available evidence to help us to select approaches that are likely to support our strategy. It is important that we stay up to date with high quality research evidence.

### **3. Develop Our Strategy**

Once we have diagnosed pupils' needs and carefully considered research and which approaches we want to adopt, these are then collated within our Pupil Premium Strategy. Examples of provision can be found below:

## **Provision**

<b>Type of provision</b>	<b>Examples</b>
Family Engagement	<ul style="list-style-type: none"><li>• Family support from the Pastoral and Safeguarding Lead</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Staff time and commitment to attendance strategies and monitoring</li></ul>

Engagement in learning and widening experiences	<ul style="list-style-type: none"> <li>• Educational visits, including residentials to Cober Hill and Robinwood (or pro rata contribution to the overall cost)</li> <li>• Theatre company visits</li> <li>• Global workshops</li> <li>• Extra-curricular activities (before school, at lunchtime and after school)</li> <li>• Wellbeing support from Pastoral and Safeguarding Lead and HLTA (Pastoral)</li> </ul>
Accelerated Progress	<ul style="list-style-type: none"> <li>• Providing small group work focused on overcoming gaps in learning (qualified teachers and HLTAs)</li> <li>• Additional group teaching and learning opportunities provided by trained TAs (responsive interaction and 1:1 programmes)</li> <li>• Additional curriculum resources</li> <li>• Staff professional development</li> <li>• Use of the National Tutoring Programme</li> </ul>

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

We will ensure that the additional support we provide is effective by:

- Having a clear impact on pupils' progress, moving children to at least age-related expectations (ARE) especially in English and Maths, as well as when eligible pupils show aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.
- Tailoring interventions to the needs of the child.
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills.
- Providing support for parents to support their children's learning within the curriculum.
- Providing additional provision for SEND pupils which will be funded through a combination of SEND funding and their Pupil Premium allocation where applicable.
- Recognising and building on children's strengths to further boost confidence.
- Providing individualised interventions for set periods of time to support children in times of crisis.

#### **4. Deliver and Monitor Our Strategy**

##### **Quality First Teaching**

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise.
- The school will provide high quality professional development.
- The Senior Leadership Team will facilitate the improvement of assessment through joint levelling and moderation.

If introducing new approaches, then we use the 'School's Guide to Implementation' (EEF) to ensure that we implement any change effectively.

At this point it is essential we consider:

- Allocating necessary professional development, protected time and support for staff to deliver approaches successfully
- Which information we use monitor the progress of approaches
- If we have usable systems in place for monitoring
- How we respond to implementation data
- Opportunities for staff and other stakeholders to be part of the ongoing process of reflection and improvement
- Which resources, equipment and administrative support will be needed

## **5. Evaluate and Sustain Our Strategy**

We will ensure that:

- A wide range of data sources are used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice.
- Assessment data is collected on a regular basis and the impact of interventions is monitored regularly.
- Teaching staff attend and contribute to regular pupil progress meetings.
- Appropriate feedback is given to children and their adults.
- We will involve the widest possible group of appropriate stakeholders, members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes. This is extremely important for any children that meet several vulnerabilities.

We aim to ensure that all new approaches are continually supported and monitored beyond the early stages. This is achieved through revisiting implementation plans, refreshing staff training, ensuring key training is part of induction processes for new staff and ensuring outcomes are clearly visible to staff and other stakeholders.

- 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 needing support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- Underachievement at all levels is targeted (not just lower attaining pupils).

## **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, and the Pupil Premium Governor to produce Pupil Premium reports for the Governing Board, including the following:

- 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 specific provision.

Members of the Governing Board will ensure that an annual strategy statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the strategy statement on the school website.

### **Review**

The policy will be revisited annually in the light of pupil premium allocations and for as long as funds are received under this scheme.

*Written by R Esplin – Headteacher (Sept 15)*

*Reviewed by R Esplin and E Durrant – Headteacher and Pupil Premium Coordinator (July 16)*

*Reviewed by R Esplin and E Durrant – Headteacher and Pupil Premium Coordinator (March 17)*

*Reviewed by B Finn (Deputy Head), E Durrant (Pupil Premium Coordinator) and J Reid (Pupil Premium Governor) – June 2018*

*Reviewed by E Durrant (Pupil Premium Coordinator) – Sept 2020*

*Reviewed by B Finn (Deputy Head) – September 2021, September 2022, July 2023*

*Reviewed by B Linton (Deputy Head) – July/September 2025*