



ALL HALLOWS' C OF E (VA) PRIMARY SCHOOL

PUPIL PREMIUM POLICY

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 pupils are eligible
- Set out how the school will make decisions regarding Pupil Premium spending
- Summarise the roles and responsibilities of those involved in managing the Pupil Premium

At All Hallows' C of E (VA) Primary School, we are committed to ensuring that all pupils, irrespective of background, achieve well, make steady progress and are supported to flourish academically, socially and emotionally. High expectations are maintained for all pupils and provision is designed to be appropriate, coherent and evidence-informed.

2. Legislation and Guidance

This policy is based on the Pupil Premium conditions of grant (DfE 2025–2026), DfE guidance on using the pupil premium, and evidence from the Education Endowment Foundation (EEF).

It also reflects our responsibilities under the Equality Act 2010 and the Ofsted Inspection Framework. The school publishes a Pupil Premium Strategy Statement annually in line with statutory requirements.

3. Purpose of the Grant

The Pupil Premium Grant is additional funding allocated to schools to raise the attainment of disadvantaged pupils and to support them in achieving their full potential.

The school recognises that pupils who are disadvantaged may face a range of barriers to learning and that these barriers vary between individuals. Provision is therefore targeted and responsive.

4. Use of the Grant

Use of the grant is reviewed regularly and informed by pupil need, assessment information and research evidence.

Key challenges for disadvantaged pupils include:

- Attainment gaps across Reading, Writing, Maths and Science
- Gaps in early reading and phonics
- Lower levels of greater depth attainment
- Attendance and punctuality issues
- Behaviour and social, emotional needs

4.1 Examples of provision include:

- High-quality teaching supported through CPD
- Structured interventions and small group support
- Teaching assistant deployment to support learning
- Pastoral and SEMH support
- Attendance and family engagement strategies
- Enrichment opportunities

4.2 Analysis of need:

- Use of assessment and diagnostic tools
- Pupil progress meetings
- Review of attendance and behaviour data

4.3 Evaluation of impact:

- Termly monitoring of interventions
- Review of progress and attainment
- Adjustment of provision where needed

4.4 Decision-making principles:

- Funding used for intended purpose
- Evidence-informed decisions (EEF guidance)
- High-quality teaching prioritised
- Recognition that disadvantaged pupils are not a homogenous group
- Transparent reporting and accountability

5. Eligible Pupils

Eligible pupils include:

- Those eligible for FSM in the last 6 years
- Looked after and previously looked-after children
- Service children

Funding allocations are confirmed annually by the DfE.

6. Roles and Responsibilities

Headteacher and Pupil Premium Lead:

- Ensure effective implementation
- Monitor progress and provision
- Report to governors

Governing Body:

- Hold leaders to account
- Monitor impact and value for money

Staff:

- Deliver high-quality teaching
- Maintain high expectations
- Identify and support pupils effectively

Virtual School Heads:

- Manage funding for looked-after children
- Support educational outcomes

7. Monitoring Arrangements

The policy and provision are reviewed annually. Pupil Premium provision is monitored termly to ensure it remains effective and appropriate.

Leaders ensure timely action is taken where progress is not secure.

8. Links with Other Policies

This policy links to the School Improvement Plan, SEND Policy, Behaviour Policy, Attendance Policy and Equality Policy.

Headteacher: __Emma McGrenaghan

Chair of Governors: Sarah Lee

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