



Weston Schools Federation

Pupil Premium Policy 2025 - 2026

Date of last review: September 2025 Date of next review: September 2026



Pupil Premium Policy

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At Weston Park Primary School, we have core values that everyone understands. We believe that to be a **learner** you must be **safe**, be **responsible** and be **respectful**. We are passionate that our unique children deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world. Our curriculum reflects our ambition that every child is able to make safe choices and develops a deep spiritual, moral, social and cultural understanding.

The targeted and strategic use of Pupil Premium funding will support us in creating a fair education and achieving our vision for all pupils.

1.) Aims

This policy aims:

- To ensure the school correctly identifies pupils as disadvantaged: noting that that not all pupils who receive Free School Meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure the school governing body fulfils its statutory responsibilities by making effective use of pupil premium funding to positively impact pupils' achievement and attainment.

2.) Legislation and Guidance

The Pupil Premium was introduced in April 2011 as additional funding allocated to schools based on pupil numbers recorded in the school census. Weston Park Primary School uses the latest evidence-based research and national guidance to implement proven strategies that narrow attainment gaps and support disadvantaged pupils effectively.

This policy is based on the following current statutory and non-statutory guidance:

- Pupil premium: overview (DfE, updated 2025) [[gov.uk](#)]
- Using pupil premium: guidance for school leaders (DfE, updated 2025) [[assets.pub...ice.gov.uk](#)]
- Pupil Premium Strategy Statement Template and Examples (DfE, updated annually) [[gov.uk](#)]

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- EEF Guide to the Pupil Premium (EEF, updated 2022 and 2025) [[bromleyedu...matters.uk](https://www.bromleyeducation.matters.uk)], [[education...ion.org.uk](https://www.educationendowment.org.uk)]
- Pupil premium: allocations and funding criteria (DfE, latest update 2025–26) [[gov.uk](https://www.gov.uk)]
- Ofsted Education Inspection Framework and related strategic priorities (current Ofsted guidance)
- Keeping Children Safe in Education (KCSIE) – latest statutory update (published annually by the DfE)

These sources inform the school’s approach to ensuring the Pupil Premium is used effectively, transparently and in line with national expectations.

3.) Purpose of the grant

The pupil premium grant (PPG) is additional funding provided to publicly funded schools in England to improve educational outcomes for disadvantaged pupils, as well as to support children from service families through the Service Pupil Premium. The grant is allocated based on the number of pupils recorded as eligible for free school meals (FSM) or who have been eligible within the last six years (Ever 6 FSM), alongside funding for previously looked-after children (PLAC) recorded in the school census. Funding for looked-after children (LAC) is allocated to local authorities rather than directly to schools, using data from the Children Looked After (CLA) return (SSDA903)

The school will use the grant to support disadvantaged pupils of all abilities, with the aim of narrowing any attainment gaps and improving educational outcomes in line with national guidance on effective use of pupil premium funding.

We also recognise that disadvantaged pupils do not always have lower attainment than their peers. In such cases, the grant will be used to further support these pupils’ progress and achievement so that they can reach their full potential, as permitted within the flexibility of the pupil premium funding framework.

4.) Use of the Grant

3-year strategy plan:

Weston Park Primary takes a longer view of the support the Pupil Premium grant provides, aligning with the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF). This approach is particularly relevant given the high proportion of disadvantaged pupils at the school. The plan is aligned to the School Improvement Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

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- Ensuring high quality first teaching is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

These priorities are organised through a 3-tiered approach to Pupil Premium spending.

Tier 1- Teaching and Learning

These activities focus solely on improving teaching to impact on pupil's learning, which is the preferred way to narrow gaps in attainment. This includes professional development of staff which includes:

- Encouraging self-led professional development: Facilitating weekly CPD opportunities for all teaching staff.
- Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
- Professional Development for staff by attending targeted training courses and INSET.
- Support for early career teachers.
- Recruitment and retention.

Tier 2 – Targeted Academic Support

Tier 2 activities will concentrate on targeted academic interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. The school considers carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

Tier 3 – Wider strategies

Tier 3 activities will focus on the wider strategies which relate to non-academic factors, including improving attendance, behaviour and social and emotional support. This can include but is not limited to:

- school breakfast clubs
- Music lessons for disadvantaged pupils
- Access to therapeutic interventions and advice
- Speech and language therapy

The result of these wider strategies is to increase pupil confidence, resilience and aspirations in line with our school vision.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online. Section 9 of this regulation

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requires schools to publish “The amount of the school’s allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year’s allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.”

In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through Service Premium cannot be identified.

5.) Eligible Pupils

The school encourages our parents and carers to register for PPG in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming benefits or having a low income. In doing so, we recognise the vital role that parents and carers play in the lives of their children.

Eligible children receive additional support in order to ensure progress in core subjects. The school recognises the fact that pupils with FSM are not a homogenous group and cover a wide range of needs. They may receive support individually or with other children and may not receive this for the entire school year.

Pupil Premium Plus

The designated teacher (SENCO) for looked-after children must work with the local authorities who hold the pupil premium plus for your pupils who are in their care.

This designated teacher should encourage adoptive parents and guardians of children who left care through a special guardianship order or child arrangements order to be involved in deciding how pupil premium plus is used to support their child. The lead will also be the main contact for queries about its use.

The grant should will be used without delay for the benefit of the looked-after child’s educational needs as described in their personal education plan.

6.) Monitoring and Reviewing Impact:

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective.

This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

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We expect all members of our school community to be committed to raising standards, having high expectations and narrowing the attainment gaps for all our pupils.

All teachers will ensure:

- Teachers are to track and measure attainment and progress of all vulnerable groups, including Pupil Premium at termly intervals through the year, in line with the school's assessment policy.
- The progress and attainment of pupils in receipt of the PPG are discussed half termly as part of pupil progress meetings with SLT.
- Pupils in receipt of the PPG who are part of a targeted academic intervention will be set individual targets and that these are tracked throughout and analysed at the end of the intervention.
- Promote an inclusive and collaborative ethos which enables all pupils to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning so that gaps can be narrowed and improvements maintained.
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with "low attainment".
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing gaps in attainment and achievement.
- Engage in professional development opportunities to enable them to implement successful strategies to accelerate progress and to narrow the gap.

The Senior Leadership team alongside the head teacher will ensure:

- There is robust monitoring and evaluation in place to review the strategy termly to track allocation and the use of pupil premium funding and report this to the FGB.
- Evaluate the cost effectiveness, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support.
- Staff are aware of their responsibilities in narrowing the gaps of our pupils.
- Staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.
- The progress and attainment of pupils in receipt of the PPG are discussed half termly with teachers and analysed by SLT.
- Attendance data is collected and monitored.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

Reporting

The Head Teacher will produce annual reports for the FGB:

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- the progress made towards narrowing the gap across the whole school and as year groups
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The FGB and school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially/economically disadvantaged pupils.

This statement will be published on the school's website.



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]