



Pupil Premium Policy

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Author/Person Responsible	Delegated to DHT/SBL
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Ratification Group	Standards Committee
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Related Policies	Inclusion Policy SEND Policy



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Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Pupil Premium Policy	DATE:	July 2020
EIA CARRIED OUT BY:	S Botten	EIA APPROVED BY:	S Botten

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		n/A

Any adverse impacts are explored in a Full Impact Assessment.



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1. Principles

1.1. At Blackhorse Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

2. Overview

2.1 Pupil Premium is calculated for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years, or as having left local-authority care as a result of one of the following:

- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more



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- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)
- For children whose parents are currently serving in the armed forces; in order to address the emotional and social wellbeing of these pupils.

For the financial year 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,480
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,570
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£2,570
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

2.3 The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals.

2.4 The Government do not dictate how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap' (See Pupil Premium Strategy) Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

2.5 We acknowledge that for many of the groups identified as vulnerable, in order to increase attainments and narrow the gap the school environment will need to address a number of emotional and social issues, to first remove the barriers to learning.



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3.0 Objectives

- 3.1 To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2 To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3 To address underlying inequalities, as far as possible, between pupils.
- 3.4 To ensure that the PPG reaches the pupils who need it most.
- 3.5 To make a significant impact on the education and lives of these pupils.
- 3.6 To work in partnership with the parents of pupils to collectively ensure pupils' success.

3.0 How PPG can be spent?

- 3.1 Under the terms of the PPG set by the DfE, the funding may be spent in the following ways:
 - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
 - For the benefit of pupils registered at other maintained schools or academies
 - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- 3.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

4.0 Provision

4.1 The Governing Body of Blackhorse Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities can be found in our 'Pupil Premium Strategy' which can be found on the school website.

4.2 As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of disadvantaged pupils are adequately assessed and evaluated through termly Pupil Progress meetings led by Senior Leaders.



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4.3 The pupil premium is additional to main school funding and it will be used by Blackhorse Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

4.4 We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff, and parents when deciding how funds are spent.

4.4 Assessing the individual provisions required for each pupil in receipt of the PPG.

4.5 We have adopted a long-term three-year strategic plan (PP Strategy), aligned to the wider SDP, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

4.6 We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

4.7 We consult the EEF's Families of Schools Database to learn about effective practice in similar schools.

4.8 We use the Leaf Trust's Disadvantage Strategy to focus our support.

4.9 We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.



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- Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. From primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

4.10 We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH), and other relevant professionals.
- A child-centred approach to assessment for learning.

5 A tiered approach to PPG spending

5.1 We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- Teaching
- Targeted academic support
- Wider strategies

5.2 Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers



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5.3 Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We may spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

5.4 Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Behaviour support
 - The breakfast club
 - Providing a Nurture Teacher and School Counsellor.
 - Attendance initiatives
 - Supporting extra-curricular activities and uniform
 - Provide social/ emotional support where this is barrier to learning.
 - Ensure that funding reaches the pupils who need it most and that it makes a significant impact on the attainment, progress and social, emotional wellbeing.

5.5 In making provision for disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

5.6 The Governors also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals, they may be classed as 'Vulnerable'. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged and in danger of academic under-performance.

6.0 Use of the LAC and PLAC premiums

- The LAC premium is managed by the LA's designated VSH.
- The premium is used to benefit a pupil's educational needs as described in their PEP.
- To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- The LAC premium is used to facilitate a wide range of educational support for LAC.



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- The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
- The designated teacher works with the VSH to ensure that all available funding is spent.
- PLAC premium is allocated directly to the school.
- LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

6.1. Children who receive LAC/PLAC will under-go the following process to ensure that their individual needs are met and that any barriers are overcome:

- School will hold a planning meeting with the parent/carers and child (and other agencies where appropriate) to determine needs/ barriers (Education Plan for Adopted Children – EPAC).
- School and carers agree specific actions relating to the child's specific needs/barriers.
- The EPAC is reviewed in line with need to e.g. annually, during transition, twice a year, to ensure that the priorities, needs and barriers are still current.
- The school will report outcomes to the South Gloucestershire Virtual Headteacher (Senior LA officer responsible for all children in Local Authority Care) of LAC.

7.0 Use of the service pupil premium (SPP)

7.1 The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

7.2 Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme



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- They have a parent who is on full commitment as part of the full-time reserve service

7.3 The school does not combine the SPP with any other form of PPG.

7.4 SPP spending is accounted for separately to any other form of PPG.

7.5 The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

7.6 The school does not use the SPP to subsidise routine school activities.

8.0 Accountability

8.1 Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions (Pupil Premium Passport/PPM's).

8.2 The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

8.3 Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

8.4 The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

8.5 The school publishes its strategy for using the PPG on the school website. (<https://www.blackhorseprimary.org.uk/pupil-premium/>)

8.6 The School Pupil Premium Champion (AHT) and the School Business Leader monitor and audit Pupil Premium Plus income and expenditure to ensure that it is being used appropriately to support the needs of individual children.



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9.0 Reporting

9.1 The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

9.2 The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and Pupil Premium Champion through the PP strategy evaluation annually.

9.3 Information regarding PPG spending is published on the school website.

9.4 For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports annual reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils. Pupils in receipt of PPG will also have a pupil passport which is reviewed regularly identifying strengths and challenges and will have targets supporting identified needs or gaps.

9.5 The Inclusion Leader and SENCO, in conjunction with the Headteacher, will maintain an ongoing programme of support for disadvantaged pupils, which will be subject to the oversight of the Governors' Standards and Inclusion Committee.