St Paul's CE Primary School

Policy on the use of Pupil Premium Funding

Agreed by Governing Body on:	December 2025
Policy Review Date:	December 2027

1. Introduction

The Staff and Governors of St. Pauls Primary School are totally committed to ensuring that provision is made which secures the teaching and learning opportunities that meet the needs of all of the pupils so that all children make maximum progress and reach their potential. Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners. We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists.

In making appropriate provision for this, we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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 needing additional support to achieve improved outcomes in learning and/or well-being.

2. Provision

St. Pauls School is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and to achieve their best.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the following principles:

- effectiveness and impact so that progress and achievement is maximised for every pupil;
- flexibility;
- fitness for purpose;
- value for money acknowledging appropriate accountability;
- equity;
- inclusivity.

Pupil premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support. However, this provision may well also include other children who have been identified as 'vulnerable' or needing support to reach national attainment expectations. Such decisions will be at the headteacher's discretion.

The school's leadership team and SENCO will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The SENCO is also involved in this process.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil through:

- facilitating pupils' access to education;

- facilitating pupils' access to the school's curriculum;

- support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions;

- additional opportunities to enhance or compliment the school offer e.g. after school clubs, holiday clubs etc.

- alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme.

Where it is considered that there is a need for alternative provision from external providers that compliments the school's offer, the headteacher will agree this, following discussion and advice from colleagues and other relevant sources.

4. Monitoring and evaluating provision

Once decided, additional provision is monitored by those staff providing support. Adaptations are then made as necessary. The overall
effectiveness and impact is evaluated termly usually through year group attainment and progress meetings or through SEN/additional needs reviews.

In evaluating effectiveness, a range of evidence is used including:

• attainment and progress outcomes;

• feedback from staff, the child, parents and other professionals who may be involved;

• examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;

• anecdotal, impressionistic evidence relating to improved confidence, wellbeing, attitude, behaviour etc.

The governors will have a monitoring oversight of the use of pupil premium funding and the provision it supports.

5. Reporting and accountability

It will be the responsibility of the SENCO to monitor the allocation of pupil premium and to use as appropriate information on:

• the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils;

• the teacher assessment data we collect e.g. phonological assessment, spelling, reading, writing and maths that demonstrates this;

• comparative data for all non socially disadvantaged pupils by year group;

• an outline of the provision that was made during since the last meeting;

• 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.

This will be reported verbally at each full governors meeting.

The headteacher will provide an annual report to the Governors.

This report will follow DfE and LA guidelines and will detail the following:

• the school's total pupil premium allocation for the preceding school year;

• the number of pupils who received pupil premium funded support;

• the value of the premium to each pupil;

- the range of intervention support funded by the pupil premium and the cost of each type of intervention;

- a statement on the impact of each intervention programme in each year group for those children receiving it with illustrative data on pupil progress where this exists;

- an indication on how pupil premium will be spent in the forthcoming year and the rationale for these decisions;

- when/if available from the DfE, comparative data showing our school's progress relative to other schools nationally through the modified national data.

7. Review

This policy will be reviewed every 3 years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.

Signed:

……..(Headteacher). Date:……

……..(Chair of Governors). Date:……