

Date for Review: Autumn 2026

The Pupil Premium

The pupil premium grant is additional funding for publicly funded schools in England. It is a school-level grant that gives state schools extra resources to help them meet challenges, including those arising from deprivation.

It is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The pupil premium grant received by the school is based on the number of pupils who are currently in receipt of Free School Meals (FSM), and pupils who have been in receipt of Free School Meals at any time in the past six years (Ever 6).

Pupil premium+ grants are received by the school for **Looked After Children** and those adopted from care or who leave care under a **Special Guardianship Order** or **Child Arrangements Order** (formerly known as a residence order).

National data shows that students who fall into these categories make less progress at school than their peers and subsequently do less well in external examinations such as GCSE's. The aim of this element of the Pupil Premium is to close this attainment gap.

Funding for financial year 2024 to 2025

Disadvantaged pupils	Pupil premium per pupil
Children recorded as Ever 6 FSM	£1,075
Looked After Children (LAC)* - Pupil Premium+	£2,630
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order* - Pupil Premium+	£2,630
Children recorded as Service Children	£350
*The funding for pupils who are looked after by a local authority and attract the £2,570 rate, is managed by the <u>virtual school head</u> of the local authority that looks after the pupil.	

The Service Pupil Premium

Service Pupil Premium (Ever 6 service child measure) is different from the Pupil Premium. The school will claim for both Service Pupil Premium and Pupil Premium for the same child, where eligible.

The service premium is designed to support children with parents serving in the regular British armed forces.

Students attract the premium of **£350** per year if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

Service children are supported in the same way as Pupil Premium Students, although rather than dealing with cases of financial hardship, the fund exists to support the students in other ways. We use the Service Pupil Premium to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Mrs Claire Johns cjohns@plymstockschool.org.uk, is responsible for Service Family Students and supports the significant number of students at Plymstock School who are members of service families.

The Department for Education states that Schools should not combine Service Pupil Premium with the main Pupil Premium funding and the spending of each premium is accounted for separately.

This policy does not cover how the school uses the Service Pupil Premium and is solely for those eligible for the Pupil Premium.

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps that currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation 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 students at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the General Data Protection Regulation (GDPR) 2018, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

Development of the Policy

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language (EAL), Special Educational Needs and pupils with disabilities (SEND) can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2019, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs these additional needs into account.

How we will make decisions regarding the use of the Pupil Premium

There is no expectation that the school should spend the grant only on eligible pupils, or on a per eligible pupil basis. To ensure effective spending our decisions will prioritise allocating the grant towards whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

Since 2011 the Education Endowment Foundation (EEF) has been working with thousands of schools across the country to establish what works best in raising pupils' attainment. There is now a growing body of evidence on how schools can best help disadvantaged pupils make progress.

When taking decisions on how to spend the pupil premium grant effectively we will:

- decide how to use the pupil premium to improve disadvantaged pupils' academic attainment and how best to help disadvantaged pupils make progress.
- assess the needs of all students and use the grant to make maximum impact in the school. As pupil needs differ we will cost differing amounts to address this in our allocations and spending.
- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- actively use the Education Endowment Fund (EEF) published Pupil Premium Guide (2021) that explains what schools have found works best when spending the pupil to improve results. However, we will consider all other evidence on what will have the most impact for our students and adapt these as necessary to meet their needs.
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil

Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with students being considered to be of 'lower ability' because of their social circumstances.
- ensure there is robust monitoring and evaluation in place to account for the use of the Premium, by the school and governing body.
- recognise the fact that Pupil Premium students are not a standardised group and cover a wide range of needs. As such the strategies we use to raise attainment will take both the group and individual needs fully into account.
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions and support with proven evidence of impact to assist our disadvantaged students.
- use a tiered approach to the allocation of the pupil premium that balances spend across:
 - supporting training and continuous development to improve the quality of all teaching
 - targeting support for disadvantaged pupils through evidence-based interventions
 - supporting whole school strategies to improve attendance, behaviour and readiness to learn

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our students.

School Leadership Team

The senior leadership team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate the progress and attainment of students. Through appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

Key senior leader responsibilities for the Pupil Premium:

Mrs Zoe Baring - Assistant Head teacher

Pupil Premium budget and strategy

Ms Sophie Harris - Deputy Designated Safeguarding Lead

LAC Designated Teacher Pupil Premium+

Miss Charlotte Campbell – Deputy Head teacher

Curriculum Deputy

Teaching and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with ‘low ability’
- promote an inclusive and collaborative ethos in their classrooms that enable students from disadvantaged backgrounds 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
- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- keep up to date with teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement
- evaluate the impact of Pupil Premium spend within their area of responsibility.

WeST Community Council

Our Community Council has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented.

The Community Council member in charge of Pupil Premium is responsible for ensuring the implementation of this policy.

Our Community Council will keep our work in narrowing the gaps under review during our termly meetings so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Community Council member will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Community Council member will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

Monitoring and reviewing the policy

Our work in relation to the Pupil Premium will be reviewed during the academic year to ensure it is having the intended impact in narrowing the gaps. This will allow us to adjust if strategies are not working well, rather than leaving things to the end of the year. Following the Pupil Premium profile meetings at the start of the year, we will look to triangulate data, with feedback and with ongoing need.

We will consider the EEF benchmarking, action planning and reflection tool to assist with recording and monitoring our work in relation to using evidence to improve Pupil Premium Outcomes.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake on-going evaluations of the strategies we are using.