



Pupil Premium Policy

St John's C of E Primary School

Key Leader: Stephanie Chandler (NASENCo-2012)- Not a member of SLT
Governor: Lisa Mahony
Headteacher: Laura Cooper
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Linked Policies: Pupil Premium Annual report, Medical Policy,
SEND Information Report

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PUPIL PREMIUM POLICY

Philosophy: At St John's the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

OVERVIEW

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children).

Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents.

For 2025 to 2026, pupil premium funding will be allocated in respect of children of families with No Recourse to Public funds (NRPF) who are eligible for free school meals, and for whom successful claims have been submitted to the ESFA. Details on the claims criteria for these pupils is being published separately. For the purposes of this note, these pupils are collectively referred to as 'NRPF pupils'.

A school's PPG will also include an allocation of Service Pupil Premium (SPP) based on the number of pupils for whom any of the following apply:

- 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)
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- they have been registered as a 'service child' on a school census since 2016

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source DfE website.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Statement and Objectives.

OBJECTIVES

- The Pupil Premium grant will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to reduce the gap between the achievement of these pupils and their peers
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

STRATEGIES

- Pupil Premium will be clearly identifiable within the budget
- The Headteacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils, responding to published research where appropriate
- The school will assess what, if any, additional provision should be made for the individual pupils
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims;
- We will publish online information annually about how we have used the funding, see Pupil Premium Strategy Statement 2025-2026
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor, evaluate and review the impact of the Pupil Premium funding.

Context of the school

At St John's C of E Primary School we have low levels of deprivation and the number of pupils entitled to Pupil Premium is below the national average. The national average in 2024- 25 was 25.7%. For 2025- 26 we have 5.7% of these pupils are eligible for Pupil Premium.

IDENTIFICATION AND EVIDENCE FOR SUPPORT

St John's have a Pupil Premium Register whereby all children are identified on entry to the school (or when they qualify for PP) and this clearly demonstrates the areas in which they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are.

No one child is the same and thus this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being.

We look to focus on the challenges that are having the most significant impact, and are within our control. We set ambitious, but realistic, targets and allocate funding to activities most likely to deliver those outcomes, based on evidence of what works

We also consider non-academic challenges that pupils are facing, which negatively affect their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high pupil mobility

Pupil premium funding is not allocated based on academic ability. Our pupil premium allocation will be based on all of the eligible pupils in our school. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils will receive as much focus in our use of pupil premium as less academically able pupils

Pupil Premium can also be used to support other pupils with identified needs. For example, we might decide to spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Evidence from across the English school system shows that using our pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

When identifying challenges, we draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families.

ASSESSING AND IMPLEMENTING SUPPORT

We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil premium pupils, in addition to and in different ways from our other intervention programmes. Potential interventions for each pupil are decided on an individual, needs-led basis, although it should be noted that not all PP children need individual intervention. In line with Government policy, it is not compulsory to provide 1:1 additional support for PP children, the aim is to raise the standards of all children, which is proven to positively benefit PP disproportionately.

From the 2025-26 year we will adopt a menu of approaches, in line with recommendations and any activities in our plan need to align with this.

Further information can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

To take a longer term view we also produce a Pupil Premium Strategy document which covers two years. This can be found via the link under 'Strategies', above.

EVALUATION OF OUTCOMES

This policy will play an important part in the educational development of the individual pupils who are entitled to Pupil Premium.

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

When evaluating the impact of interventions and spending we will:

- measure success based on outcomes for disadvantaged and vulnerable pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, we will not:

- use data that does not focus on pupil outcomes
- base evaluation on the reactions of those delivering the activity
- use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

The outcomes of our evaluation will inform our decision whether to sustain or stop each activity.

Our Pupil Premium children are discussed three times a year with the SENDCo, which is in addition to class teacher reviews and general pupil discussions. Their academic performance is also tracked by the SENDCo, together with any non-academic needs they may have. The SENDCo team, in conjunction with the class teacher, will also look to support access for any non-academic support they may need, e.g. from outside agencies.