

## Pupil Premium Policy



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### 1.Aims

- This policy aims to:
- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

### 2. Legislation and guidance

- This policy is based on the [pupil premium allocations and conditions of grant guidance 2026 to 2027](#) and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

### 3. Purpose of the grant

#### 3.1 Pupil premium grant

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

#### 3.2 Service pupil premium grant

- An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

### 4. Use of the grant

#### 4.1 Pupil premium

In making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Designated Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- 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 FSM 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 FSM. 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 FSM does not necessarily equate with pupils being of 'low ability' because of their social circumstances.
- ensure there is robust monitoring and evaluation in place by the school and governing body to account for the use of the Pupil Premium,
- recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these 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 with proven evidence of impact to assist our pupils who need additional support in a time limited way.

- use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK.

Our current pupil premium strategy statement is available here:

<https://gastrellsprimaryschool.co.uk/wp-content/uploads/2026/02/pupil-premium-report-25-26.pdf>

#### 4.2 Service pupil premium

Service children have had the opportunity to benefit from financial support for a range of activities (e.g. school trips and experiences). This has a positive impact on wellbeing and provides children with opportunities that would otherwise not be available.

### 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception to year 6.

- Eligible pupils fall into the categories explained below.

#### 5.1 Ever 6 free school meals

- Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
- This includes pupils first known to be eligible for free school meals in the most recent October census.
- This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.
- It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### 5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day.

#### 5.3 Previously looked-after children

- Pupils recorded in the most recent October census who:
- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

## 5.4 Service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## 6. Roles and responsibilities

### 6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### 6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way

- Setting the school's ethos and values around supporting disadvantaged members of the school community
- At the end of the academic year, our Governors will ensure that there is an annual statement 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. This will be available on the website. Should parents require specific information they should ask class teachers in the first instance.

### 6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

## 7. Monitoring arrangements

- This policy will be monitored by the headteacher
- It will be reviewed annually by the headteacher. At every review, the policy will be shared with the governing board.

## 8. Links with other policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our other policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.