



Pupil Premium and Service Premium Policy

February 2019

Reviewed January 2025

1. Introduction

This policy is a statement of the aims, principles and strategies for the education and provision for children eligible for either Pupil Premium or Service Premium.

2. Rationale

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium and Service Premium funding will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

The school receives funding from the government to support it in trying to meet this aspiration. This is known as the Pupil Premium or Service Premium.

Pupil Premium is additional funding, from the government, provided to schools for supporting disadvantaged pupils to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for Pupil Premium:

- Children who are eligible for free school meals (FSM) or have been at any point in the last 6 years
- Children Looked After
- Children who have left Local Authority care because of:
 - Adoption
 - A special guardianship order
 - A child arrangements order
 - A residence order

Service Premium is additional funding, from the government, provided to schools for supporting pupils with parents serving in the regular armed forces. There are three categories of children that qualify for service premium:

- Children with a parent serving in the regular armed forces
- Children with a parent who has served in the regular armed forces in the last 3 years
- Children with a parent who has died while serving in the regular armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme and the War Pensions Scheme

It is for schools to decide how the Pupil Premium and Service Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible.



Schools have the freedom to spend the Premium, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for the pupils.

All our staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of Pupil Premium will support us in achieving our vision. All our work through the Pupil Premium and Service Premium will be aimed at accelerating progress, to ensure children meet or achieve beyond age-related expectations.

3. Objectives and Principles

We seek to:

- ensure that teaching and learning opportunities meet the needs of all of the pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- recognise, in making provision for disadvantaged pupils, that not all pupils who receive FSM will be disadvantaged
- recognise that not all pupils who are disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support
- allocate the Pupil Premium and Service Premium funding following a needs analysis, which will identify priority areas for specific classes, groups or individuals

4. Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are disadvantaged. This provision has the full support of the Governing Body and includes:

Identification of Pupils

We will ensure that:

- All teaching staff are involved in the analysis of data through Pupil Progress meetings, specifically for those children eligible for Pupil Premium and Service Premium funding
- All pupils eligible for Pupil Premium and Service Premium benefit from the funding, not limited to only those who are underperforming
- Underachievement at all levels is targeted
- Children's individual needs are considered carefully

Analysing Data

We will ensure that:

- Pupil Progress meetings are held with all teaching staff to analyse the performance of all groups, including of pupils eligible for Pupil Premium and Service Premium
- Staff are involved in whole-school analysis of data, including the performance of pupils eligible for Pupil Premium and Service Premium funding



Improving Teaching

We will continue to ensure that all children across the school receive Quality First Teaching through:

- Setting high expectations for all staff
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Performance management linked to attainment and achievement of groups, including those eligible for Pupil Premium and Service Premium funding
- A broad and balanced curriculum, which is designed to offer maximum flexibility to meet the needs of individuals

Increasing Learning Time

We will aim to:

- Improve attendance, thus reducing the number of pupils who are Persistent Absentees
- Improve punctuality
- Provide a broad and varied extra-curriculum to offer experiences outside of the classroom to all children

Provide Personalised Support

We will ensure that the additional support we provide is effective by:

- Identifying the needs of individuals and their barriers to learning
- Tailoring intervention to the needs of pupils
- Providing 1:1 and small group work with an experienced teacher, focused on overcoming gaps in learning
- Providing additional teaching and learning opportunities delivered via learning mentors, trained LSAs or external agencies
- Matching the skills of staff to the needs identified
- Building on strengths and skills of the pupils
- Conducting regular evaluations to ensure impact is evident
- Providing support for parents and carers, through family learning opportunities
- Working with outside agencies where appropriate
- Offering financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential trips and before and after school clubs

5. Monitoring and Evaluation

We will ensure that:

- Monitoring takes place on a regular basis, including termly Pupil Progress meetings
- Evaluation is based on a wide range of evidence including observations of teaching and learning, learning walks, work scrutiny, case studies, pupil voice and achievement and progress data
- Assessment data is moderated both in school and within the local cluster



- Interventions are adapted if impact is minimal
- Case studies are used to support pastoral interventions
- Monitoring is fed back to governors
- Data for groups is discussed at governor's meetings
- The EEF 'Evaluation Tool' is used to measure impact of approaches implemented
- Pupil Premium Reviews are used to evaluate the use of spending

Reporting

It will be the responsibility of the Headteacher and the Pupil Premium Leader to produce reports for the governors on:

- The progress made towards narrowing the gap by year group for disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support

For the purposes of reporting, children eligible for Service Premium will be included with the Pupil Premium children to maintain anonymity of data.

The governors of the school 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 gap for disadvantaged pupils. This task will be carried out within the requirements published by the DFE. This policy and the annual updates and plans will be published on the school website.

6. Review

The policy will be formally reviewed in January 2028 if not deemed necessary before.