



**ST PETER’S CHURCH OF ENGLAND
PRIMARY SCHOOL**

PUPIL PREMIUM POLICY

Removing barriers. Raising aspirations. Enabling every child to flourish.

Policy owner	Headteacher / Pupil Premium Lead
Authorised by	Steve Woodhouse
Governor lead	Lynne Richards
Approval date	July 2026
Review date	November 2026
Linked strategy	Pupil Premium Strategy Statement, December 2025

This policy should be read alongside the school’s annually published Pupil Premium Strategy Statement.

Policy at a glance

Our core commitment

At St Peter's, disadvantage will never be accepted as a reason for lower expectations. We identify need carefully, invest in approaches supported by evidence and evaluate whether our work improves pupils' learning, attendance, wellbeing and access to opportunity.

Teaching	Targeted support	Wider strategies
The strongest possible classroom provision, supported by assessment, professional development and adaptive teaching.	Timely, structured support for identified gaps, including early language, phonics, reading, writing and mathematics.	Work that addresses attendance, wellbeing, inclusion, enrichment, parental engagement and readiness to learn.

1. Purpose and scope

The Pupil Premium is additional funding provided to state-funded schools to improve educational outcomes for disadvantaged pupils. This policy explains the principles, responsibilities and assurance arrangements that govern St Peter's use of the grant. The school's detailed diagnosis of need, intended outcomes, planned activity, expenditure and annual evaluation are set out in the Pupil Premium Strategy Statement.

The policy applies to leaders, governors, teachers and support staff. It also informs parents, carers and external partners about the school's approach to improving outcomes for disadvantaged pupils.

2. Legislative and guidance framework

The school will have regard to:

- the current Department for Education pupil premium conditions of grant;
- the Department for Education guidance for school leaders on using pupil premium;
- the requirement to publish an updated Pupil Premium Strategy Statement by 31 December each academic year, where applicable;
- the Department for Education menu of approaches and the current strategy statement template;
- the Education Endowment Foundation's Guide to the Pupil Premium and its tiered model of high-quality teaching, targeted academic support and wider strategies;
- the Equality Act 2010, the Special Educational Needs and Disability Code of Practice and relevant safeguarding, attendance and looked-after children duties.

3. Christian vision and moral purpose

St Peter's is a fully inclusive Church of England school at the heart of its community. Our Christian vision calls us to recognise the dignity and potential of every child and to create the conditions in which all can flourish. Our response to disadvantage is therefore rooted in compassion, justice, high expectations and practical action.

Equity does not mean offering every pupil the same provision. It means understanding the barriers faced by individuals and groups, then providing the teaching, support and opportunities needed for them to participate fully and succeed.

4. Policy principles

High expectations: Eligibility for pupil premium will never be treated as a proxy for low ability. Disadvantaged pupils, including those with high prior attainment, will be challenged and supported to achieve ambitious outcomes.

Quality of teaching first: Excellent teaching has the greatest potential to improve outcomes for disadvantaged pupils. Investment in curriculum, assessment, professional development and adaptive teaching is therefore central to the strategy.

Diagnosis before activity: Spending decisions will follow a careful assessment of need using multiple sources of evidence, rather than assumptions about disadvantage or the automatic continuation of historic provision.

Early and timely response: Barriers will be identified as early as possible. Support will be responsive, proportionate and reviewed, with particular attention to early language, communication, phonics and foundational knowledge.

Whole-school responsibility: The progress, attainment, attendance, wellbeing and participation of disadvantaged pupils are the responsibility of every adult in school, not solely the pupil premium lead.

Evidence-informed professional judgement: External evidence will inform decisions, but leaders will also consider local context, feasibility, implementation quality and the needs of individual pupils.

Impact and value: Activity will be monitored for fidelity, reach and impact. Provision that is not improving outcomes will be adapted or discontinued.

Inclusive practice: Pupil premium and SEND are distinct. Where needs overlap, provision will be coordinated so that funding complements, rather than replaces, the school's statutory duties.

5. School context and identified barriers

The school's December 2025 strategy statement records 301 pupils, of whom 34.6% were eligible for pupil premium, and an allocation of £162,220 for the 2025/26 academic year. These figures are reviewed through the annual strategy statement and are not fixed within this policy.

St Peter's serves a community where many families experience economic and social disadvantage. The school also includes specialist high-needs provision. Leaders recognise that disadvantaged pupils are not a homogeneous group: strengths, needs and circumstances vary considerably, and no assumption is made that every eligible pupil faces the same barriers.

The current strategy statement identifies the following broad challenges:

- communication and interaction, including the acquisition and use of language;
- cognition and learning, including understanding, listening and responding;
- speech and language difficulties, particularly in Early Years and Key Stage 1;
- social, emotional and mental health needs, including self-regulation, relationships, concentration and resilience;
- sensory needs in mainstream classes and specialist provision;
- limited access to enrichment, wider experiences and cultural capital beyond school.

Leaders also monitor attendance, persistent absence, safeguarding, mobility, family circumstances, access to learning resources, readiness to learn and the interaction between disadvantage and SEND. Only barriers supported by school evidence are used to shape provision.

6. Identifying eligible pupils and diagnosing need

Eligibility is identified through the school census, trust and local authority information, the Department for Education data available to schools, and information relating to looked-after and previously looked-after children. Confidential lists are maintained and shared with staff on a need-to-know basis.

Diagnosis draws on a balanced evidence set, which may include:

- statutory and standardised assessment information;
- formative assessment, pupils' work and curriculum-level checks;
- attendance, punctuality and persistent absence information;
- behaviour, safeguarding, wellbeing and pastoral information;
- speech and language, SEND and sensory profiles;
- pupil and parent voice;
- participation in clubs, visits, residential, music, sport and leadership opportunities;
- teachers' professional knowledge and transition information.

Leaders avoid over-reliance on headline attainment data. They consider whether pupils are learning the intended curriculum, remembering more over time, attending consistently, participating fully and developing the confidence and independence needed for the next stage of education.

7. Strategic approach to spending

The school follows a tiered approach. The balance between the three tiers may change as needs and evidence change; it is not an instruction to divide the budget into fixed proportions.

7.1 High-quality teaching

Improving the quality and consistency of teaching is the first priority because it benefits every pupil and has particular importance for those experiencing disadvantage.

- a coherent, ambitious and well-sequenced curriculum;
- explicit teaching of vocabulary and oral language;
- secure early reading, including faithful and closely monitored delivery of Read Write Inc.;
- strong reading comprehension, writing and mathematical fluency;
- adaptive teaching that maintains ambition while responding to need;
- effective assessment and feedback that inform next steps;
- professional development, coaching and collaboration for teachers and teaching assistants;
- appropriate use of standardised assessments to identify strengths and gaps.

7.2 Targeted academic support

Targeted support is additional to, and closely connected with, classroom teaching. It is selected for a clear purpose, delivered by appropriately trained staff and reviewed against defined entry and exit information.

- one-to-one and small-group tuition;
- structured oral language and speech and language support;
- phonics keep-up and catch-up;
- reading comprehension and fluency support;
- targeted writing and mathematics teaching;
- support for pupils working towards expected or higher standards;

- carefully deployed teaching assistant interventions.

Interventions will not routinely remove pupils from the same curriculum area they are intended to improve, and leaders will guard against dependence, reduced curriculum access or excessive fragmentation of learning.

7.3 Wider strategies

Wider strategies address non-academic barriers that can prevent pupils from benefiting fully from teaching and targeted support.

- attendance and punctuality work, including early help and constructive engagement with families;
- nurture, learning mentor and counselling support;
- support for social and emotional learning, self-regulation and sensory needs;
- breakfast and readiness-to-learn provision where this addresses identified need;
- curriculum-linked visits, visiting specialists, arts, music and sport;
- free or subsidised clubs, educational visits and residential experiences;
- parental engagement and transition support;
- resources or practical assistance that remove a specific barrier to participation.

8. Use of the grant

Pupil premium is not a personal budget attached to an individual child. The school may use the grant for whole-school or group approaches where evidence indicates that disadvantaged pupils will benefit. Conversely, pupils who are not eligible may receive support where their needs are similar and inclusion is educationally appropriate, provided the grant remains focused on improving outcomes for eligible pupils.

The school will ensure that:

- expenditure is permitted by the current conditions of grant and aligned with the Department for Education menu of approaches;
- the grant supplements rather than replaces the school's core provision and statutory responsibilities;
- looked-after children's funding is planned in partnership with the Virtual School Head and through the Personal Education Plan, where applicable;
- previously looked-after children's needs are considered sensitively and in partnership with parents or carers;
- service pupil premium is planned in response to the distinct pastoral and educational needs of service children;
- procurement and staffing decisions follow trust and school financial procedures.

9. Implementation

A sound strategy can fail if implementation is weak. Leaders therefore consider readiness, staff capacity, training, resources, communication, monitoring and sustainability before introducing new activity.

For significant approaches, leaders will identify:

- the precise problem to be addressed and the pupils intended to benefit;
- the evidence and rationale for the chosen approach;
- the expected short-, medium- and long-term outcomes;
- the staff responsible for delivery and oversight;
- training, resources and implementation milestones;

- measures of fidelity and impact;
- the point at which the approach will be reviewed, adapted, scaled or stopped.

10. Roles and responsibilities

Governing body

- approve and review this policy;
- ensure the grant is used in accordance with the conditions of grant;
- provide strategic challenge and support;
- scrutinise the annual strategy statement, expenditure and evidence of impact;
- ensure the needs of disadvantaged pupils remain visible in school improvement and resource decisions.

Headteacher

- hold overall accountability for the strategy and use of funding;
- ensure the strategy is aligned with school improvement priorities;
- authorise expenditure and ensure appropriate financial controls;
- report to governors and the trust;
- ensure the annual statement is accurate, reviewed and published on time.

Pupil Premium Lead and senior leaders

- coordinate diagnosis, planning, implementation and evaluation;
- maintain an accurate overview of eligible pupils and patterns of need;
- monitor attainment, progress, attendance, participation and wellbeing;
- support teachers and leaders to respond to identified barriers;
- evaluate activities and recommend future priorities.

Teachers

- know which pupils are eligible while treating information sensitively;
- maintain high expectations and provide ambitious, adaptive teaching;
- use assessment to identify and address gaps promptly;
- work with support staff and leaders to evaluate provision;
- contribute to pupil progress reviews and communicate with families.

Teaching assistants and pastoral staff

- deliver agreed support with fidelity and appropriate training;
- reinforce, rather than replace, high-quality classroom teaching;
- provide timely feedback to teachers and leaders;
- promote independence, inclusion and full curriculum access.

11. Monitoring, evaluation and assurance

Evaluation asks not simply whether an activity took place, but whether it was implemented well, reached the intended pupils and contributed to improved outcomes.

What we monitor	How we monitor it	How it is used
Curriculum and teaching	Learning walks, book scrutiny, planning discussions, assessment reviews, pupil voice	Professional development, curriculum refinement and classroom support
Academic outcomes	Formative, standardised and statutory assessment; pupil progress meetings	Identify gaps, adapt teaching and review interventions
Attendance and engagement	Attendance analysis, persistent absence reviews, participation records	Target family support and remove practical barriers
Wellbeing and inclusion	Pastoral records, safeguarding information, pupil and parent voice	Review nurture, mentoring, sensory and transition support
Implementation	Registers, delivery checks, staff feedback, intervention records	Judge fidelity, feasibility and reach
Value and sustainability	Cost review alongside outcome and implementation evidence	Continue, refine, scale or discontinue activity

Leaders will interpret information carefully. Small cohorts, changing pupil profiles and the overlap between disadvantage, SEND and mobility can make simple year-on-year comparisons unreliable. Evaluation will therefore combine quantitative information with robust qualitative evidence and will avoid attributing outcomes to a single activity without sufficient evidence.

12. Reporting and publication

The school will publish an updated Pupil Premium Strategy Statement by the national deadline and will retain supporting records in accordance with trust procedures. The statement will explain the school's diagnosis, intended outcomes, planned activity, budget and review of the previous year.

Governors will receive regular reports proportionate to their strategic role. Public reporting will protect pupils' privacy; individual pupils will never be identifiable from published evaluation.

13. Equality, safeguarding and confidentiality

All decisions under this policy will promote equality of opportunity and comply with safeguarding, data protection and confidentiality requirements. Eligibility information is sensitive and will be shared only with staff who need it to fulfil their responsibilities.

The school will actively guard against stigma. Pupils will not be publicly labelled as disadvantaged, separated unnecessarily from their peers or offered provision that lowers expectations.

14. Complaints

Questions or concerns about the school's approach should initially be raised with the Headteacher. Formal complaints will be considered through the school or trust complaints procedure. Decisions about the

allocation of pupil premium remain strategic decisions for the school, subject to the conditions of grant and governance oversight.

15. Review arrangements

This policy will be reviewed annually, alongside the annual Pupil Premium Strategy Statement, or earlier where national guidance, grant conditions or the school's context changes. Operational details, funding allocations and annual priorities will be updated through the strategy statement rather than by frequent amendment of this policy.

Linked policies and documents

- Pupil Premium Strategy Statement
- School Improvement Plan and Self-Evaluation Form
- Teaching and Learning Policy
- Assessment Policy
- SEND and Inclusion Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Educational Visits Policy
- Complaints Procedure

Appendix A: Strategic framework for disadvantage

This framework summarises how the school moves from diagnosis to improved outcomes. It is a planning and assurance tool; the detailed annual content appears in the Pupil Premium Strategy Statement.

1. Understand	Use assessment, attendance, pastoral, SEND, participation and voice evidence to identify strengths and barriers.
2. Prioritise	Select a manageable number of outcomes that matter most for pupils and align them with school improvement.
3. Choose	Select evidence-informed activity across high-quality teaching, targeted academic support and wider strategies.
4. Implement	Clarify responsibilities, train staff, allocate resources, communicate expectations and monitor fidelity.
5. Evaluate	Review reach, quality, outcomes, cost and unintended consequences using multiple sources of evidence.

6. Improve	Continue, adapt, scale or stop activity, and use learning to inform the next annual strategy.
-------------------	---

Appendix B: Indicators of a strong pupil premium culture

- Staff can explain the barriers faced by the pupils they teach without stereotyping them.
- Disadvantaged pupils experience the same ambitious curriculum and are supported to access it successfully.
- Assessment leads to precise action rather than generic intervention.
- Support staff are trained, deployed and evaluated carefully.
- Attendance and participation are treated as educational priorities.
- Higher-attaining disadvantaged pupils receive sufficient challenge.
- Pupil and parent voice influence diagnosis and evaluation.
- Governors ask about implementation and impact, not only expenditure.
- Leaders stop or adapt approaches that are not working.
- The annual strategy statement is an active improvement document, not simply a publication exercise.

Reference framework

This policy has been informed by the Department for Education's pupil premium conditions of grant and guidance for school leaders, and by the Education Endowment Foundation's Guide to the Pupil Premium. Current national guidance should be consulted whenever the policy is reviewed.