



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

Pupil Premium 2026 - 2027

Ratified: June 2026

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Statement of intent

At The Forest of Dean Community Schools Federation, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils.
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- Data Protection Act 2018
- DfE 'Pupil premium: allocations and conditions of grant 2026 to 2027'
- DfE (2024) Using pupil premium: guidance for school leaders
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2023) 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) (2024) 'The EEF Guide to the Pupil Premium'

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the PPG.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the Executive Headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider development plan.

The Executive Headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider development plan.
- Working with the Inclusion team to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.

If not the Executive Headteacher, the pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the Executive Headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the Executive Headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.

- In combination with the Executive Headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

3. PPG allocation

In line with government expectations, the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils of families with no recourse to public funds.
- **LAC:** (Looked-after children) pupils who are in the care of, or provided with accommodation by, an English authority, including those who attend academies and NMSS
- **PLAC:** (Previously looked-after children) pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales
- **SSP:** (Service Pupil Premium):
 - 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, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a 'service child' on a school census in the past six years.
 - 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.

For 2026–2027 financial year:

- Primary Ever 6 FSM (including NRPF): **£1,550**
- Secondary Ever 6 FSM (including NRPF): **£1,100**
- Previously Looked-After Children (PLAC): **£2,690**
- Looked-After Children (LAC): **£2,690**
- Service Pupil Premium: **£360**

The school will receive its PPG funding from the LA.

Allocations for 2026/2027 will be based on the October 2025 census.

4. Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.

- To address underlying inequalities between pupils, as far as possible.
- To ensure that the PPG reaches the pupils who are eligible for it.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5. **How PPG is spent**

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- On community services, whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, such as staff professional development.
- Targeted academic support, such as tutoring.
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support.

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

6. **Long-term strategy for success**

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school will adopt a long-term three-year strategic plan, aligned to the SDP, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school will maximise the use of the PPG by:

- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

7. A tiered approach to PPG spending

The school will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school will spend the PPG in the following ways e.g.

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school will spend the PPG on targeted support in the following ways e.g.

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school will spend the PPG on the following wider strategies e.g.

- Behaviour support
- The breakfast club
- Attendance initiatives

8. Use of the Looked After Children and Previously 'LAC' premiums

The LAC premium will be managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9. Example interventions

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using TA's in small group teaching.
- Targeting English, Maths, Phonics teaching for pupils who are below age-related expectations.
- Targeting pupils who require additional help to reach age-related expectations.

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff.
- A termly one-day teaching development programme delivered by external experts.
- Weekly individual coaching sessions to support teachers.

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions.
- Occupational therapy-based interventions.
- Allocating funds to enable pupils to participate in extra-curricular activities.

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills.
- Support for pupils to access a range of off-site trips and experiences.

10. **Use of the service pupil premium (SPP)**

The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

11. **Accountability**

Individual targets will be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school will be held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school will publish its Pupil Premium Strategy Statement annually by 31 December on the school website, using the DfE-prescribed template.

Where applicable, the school will report on the use of Recovery Premium funding alongside Pupil Premium funding, in line with DfE guidance for the relevant financial year.

12. Reporting

The Executive Headteacher will report to the governing board annually regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the Executive Headteacher and the governing board.

The EEF's DIY Evaluation Guide will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour will be sent home in their annual reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13. Monitoring and links to other policies

The Executive Headteacher and Governors will be responsible for reviewing this policy annually.

The Federation operates a rolling three-year Pupil Premium Strategy, which is reviewed and updated annually through the published Pupil Premium Strategy Statement.

While this policy is approved annually, the Federation's overarching approach to supporting disadvantaged pupils remains consistent and is implemented through an annually reviewed Pupil Premium Strategy Statement.

This policy operates in conjunction with the following school policies:

- Attendance
- Anti-Bullying and Hate
- Behaviour, Rewards and Sanctions
- Charging and Remissions
- Safeguarding / Child Protection
- Data Protection
- Equal Opportunities
- Exclusions and Suspensions
- Finance
- Child in Care
- Special Educational Needs
- Young Carers

Appendix a)

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil premium strategy statement – [*insert school name*]

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows needed.</i>		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows needed.</i>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows needed.		

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year’s national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school’s non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

