

Pupil Premium Policy

(Updated in line with DfE guidance 2025–26)

Reviewed Feb 2026

Next review due Feb 2029

1. Aims

At Holton le Clay Schools, we hold the highest aspirations for every child. We believe that disadvantage must never be a barrier to achievement. Our ethos — *Be the best you can be* — reflects our commitment to ensuring that all children have equitable access to high-quality teaching, enrichment, and opportunities.

The Pupil Premium Grant (PPG) represents a significant investment in our pupils, and this policy outlines how we will ensure funding is allocated and used to secure maximum impact. Our approach is fully aligned to the **DfE's menu of approaches** and the statutory requirement to publish an annual **Pupil Premium Strategy Statement**. [[assets.pub...ice.gov.uk](#)]

2. Background

The Pupil Premium is additional funding provided to schools to improve educational outcomes for disadvantaged pupils. Research shows that pupils from socio-economic disadvantage often face additional barriers to learning and achieve less well than their peers, which is why the grant plays a critical role in reducing inequalities. [[gov.uk](#)]

Funding is allocated to schools based on the number of pupils who:

- Are eligible for Free School Meals now or within the past six years (Ever 6 FSM).
- Are looked-after by the local authority.
- Are previously looked-after or adopted from care.
- Are from service families (Service Pupil Premium). [[gov.uk](#)]

The school also recognises additional groups recently identified in DfE guidance, such as pupils from households with **No Recourse to Public Funds (NRPF)**, who may face disadvantage even where funding eligibility does not apply. [[whittleacademy.org](#)]

Important: Pupil Premium **is not a personal budget for individual pupils**, and schools may use the funding to support wider groups facing barriers to learning where evidence supports this approach. [\[gov.uk\]](https://www.gov.uk)

3. School Context

Common challenges faced by disadvantaged pupils may include:

- Lower levels of prior attainment
- Reduced access to language-rich environments
- Inconsistent home learning support
- Emotional and social barriers
- Attendance or punctuality difficulties

These challenges vary significantly; therefore, **no single strategy fits all pupils**, and our work is tailored through individual needs analysis.

4. Key Principles

4.1 High Expectations and Belief

We commit to fostering a culture in which:

- All staff believe every child can succeed.
- No excuses are made for underperformance.
- Staff take a problem-solving, evidence-informed approach to addressing barriers.

4.2 Evidence-Led Approach

Consistent with DfE requirements, our planning uses the DfE's **menu of approaches**:

1. **High-quality teaching**
2. **Targeted academic support**
3. **Wider strategies** [\[assets.pub...ice.gov.uk\]](https://assets.publishing.service.gov.uk)

This approach mirrors the **EEF's tiered model**, ensuring our strategy is grounded in the best available research on improving outcomes. [\[d10a08pz29...dfront.net\]](https://www.dfront.net)

4.3 Data-Driven Identification

We ensure:

- Teaching and support staff participate in data analysis and pupil identification.
- All staff know who Pupil Premium pupils are.
- All eligible pupils benefit, not only those underperforming.
- High and middle attainers are also targeted to ensure they achieve highly.

4.4 High-Quality Teaching First

Aligned to DfE priorities, we recognise that the most effective way to raise attainment is to secure excellent teaching for all pupils.

This includes: [\[assets.pub...ice.gov.uk\]](#)

- High expectations
- Strong curriculum sequencing
- Systematic feedback
- Rigorous assessment
- Ongoing professional development
- Moderation and collaboration with external expertise

4.5 Increasing Learning Time

We support pupils through:

- Early intervention in EYFS and KS1
- Attendance monitoring and collaborative work with the Educational Welfare Officer
- Family support to remove barriers to punctuality and readiness to learn

4.6 Individualised Support

Support is tailored by:

- Analysing individual barriers
- Regular staff communication
- Matching staff expertise to interventions
- Working with agencies including Educational Psychologists, Specialist Teaching Teams and Behaviour Support Services
- Providing financial support for enrichment activities, residentials and trips where needed

Parents in financial difficulty are encouraged to speak to the Pupil Premium Leads (Mr S. Leeman and Mrs Laura Jones).

5. Roles and Responsibilities

5.1 Senior Leadership Team

SLT ensures:

- Robust, evidence-based strategy development
- Adherence to DfE conditions of grant [\[kwschool.co.uk\]](https://www.kwschool.co.uk)
- Effective monitoring and evaluation
- Publication of the **annual Pupil Premium Strategy Statement** by **31 December** using the official DfE template [\[gov.uk\]](https://www.gov.uk)
- Oversight of the cross-school use of PPG

Named Leads:

- **Infant School:** Mr Stephen Leeman
- **Junior School:** Mrs Laura Jones

5.2 Designated Teacher for Looked-After Children

Funding for looked-after children is managed in partnership with the **Virtual School Head**, as required by DfE policy. [\[gov.uk\]](https://www.gov.uk)

5.3 Governing Body

The Governing Body will:

- Appoint a link governor responsible for Pupil Premium quality assurance
- Review and challenge the annual Pupil Premium Strategy Statement
- Ensure compliance with DfE publication requirements
- Monitor the impact of spending

Named Governor:

- **Stacey Williams**
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6. Monitoring and Evaluation

Monitoring includes:

- Termly assessment points
- Work scrutiny
- Learning walks and observations
- Governor monitoring

- Pupil, staff and parent voice
- Moderation to ensure assessment is accurate

Interventions will be adapted or replaced where evidence indicates limited impact. Evaluation aligns with the DfE's required process for developing, delivering and reviewing a Pupil Premium strategy. [[assets.pub...ice.gov.uk](#)]

7. Reporting

In line with statutory requirements, Holton le Clay Schools will publish an annual **Pupil Premium Strategy Statement** that includes:

7.1 School Context

Details of the number and characteristics of disadvantaged pupils.

7.2 Objectives for the Year

- Rationale for selected approaches
- Identified barriers
- Summary of data
- Evidence base supporting chosen strategies

7.3 Allocation and Use of Funding

Aligned to DfE's menu of approaches:

- High-quality teaching
- Targeted academic support (including tutoring initiatives)
- Wider strategies (attendance, wellbeing, enrichment)

7.4 Spending Overview

- Total PPG received
- Total PPG spent
- Total remaining or carried forward

7.5 Impact Summary

- Attainment and progression of disadvantaged pupils
- Evaluation of interventions
- Attitudinal, attendance or wellbeing outcomes
- Implications for next year's strategy

8. Commitment to Continuous Improvement

Holton le Clay Schools remain determined to ensure success for every pupil. We are committed to using the Pupil Premium as a strategic lever to secure excellence, equality and opportunity, in full alignment with DfE expectations and the best available research evidence.