

# Pupil Premium Policy

St Aidan's CE Academy



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# **Pupil Premium Policy**

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## **1. Aims**

This policy aims to:

- Provide background information about the pupil premium grant so that 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 conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

## **3. Purpose of the Grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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 that they can reach their full potential.

## **4. Use of the Grant**

As a church school we believe every child is made in the image of God and that all are loved equally by God therefore we believe it is important that we value every child regardless of race, background or ability and that all get the same opportunities and chance to succeed and shine. We therefore feel it is vital to use pupil premium funding well in order to have maximum impact on our vulnerable pupils and to support high achievement for all.

Decisions on the use of this grant are based on the individual needs of pupils, the context of our

school and best practice as outlined in research and through observation.

When making decisions regarding the use of funding the leadership team take into account the views of parents and pupils.

Spending is regularly reviewed and impact of interventions, spending decisions and resources is carefully analysed and monitored. This information is discussed and analysed at governing body meetings and used to inform future spending.

Our school consists of a lower-than-average number of pupils premium pupils at this time although being a small rural, first school, this can change from year to year. There is a significant percentage of pupils who come from the bottom 30% of income according to deprivation index figures and a significant percentage who come from the top 70%. This creates a difficult social climate which the school works hard to overcome. In-work poverty is a key issue for the school and taken into account when allocating spending.

There are high academic expectations of pupils and the locality has a high incidence of mental health issues and alcohol and substance misuse.

Obesity levels are high according to Local information. There are a number of sporting clubs in the area that pupils can access. Despite living in a rural area, pupils tend to spend significant amounts of time on electronic devices.

Transportation between villages is limited and transportation to the nearest town is also poor.

The Community hub (The Bridge) information has identified lack of opportunities for pupils to engage in purposeful activities outside of school as a key issue.

Funding is used to support pupils in a range of ways with a focus on academic and pastoral support. Funding is used to close the academic and the social gap between pupils and to support with building positive relationships

1:1 support is given to pupils who need extra support with the classroom. Extra teaching assistants are used in classes where there are a number of pupil premium children.

Catch up numeracy, pirate writing and project code are all used to narrow the academic gap for disadvantaged pupils.

Educational trips and residential are funded to ensure all pupils, regardless of background are able to participate in these events. Transport is provided for clubs and after school events.

Music lessons are funded for those who show an ability or who want to take up an instrument but lack the funds to do so. The skills they acquire transfer into their academic work and improve their resilience and tenacity.

PSHE resources and social resources are prioritised to support with building relationships and developing positive attitudes to learning.

Resources and activities that build resilience and emotional intelligence are prioritised.

Resources that allow pupils to engage in challenge learning and pastoral activities outside of school including through a learning platform are all prioritised to ensure that more able pupil premium are supported.

Outdoor learning is used to encourage an active lifestyle, engage pupils with the outdoors and to promote enthusiasm for learning and to motivate pupils particularly boys. It is also used to support positive mental health.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here:  
<http://www.saintaidans.org.uk/parents/sen-pupil-premium>

## **5. Eligible Pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in reception to year 5.

Eligible pupils fall into the categories explained below.

### **5.1 Ever 6 Free School Meals**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals 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 January census.

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.

### **5.3 Post-Looked After Children**

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

### **5.4 Ever 6 Service Children**

Pupils:

- 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 (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January 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 ensuring that it is implemented across the school

- Ensuring that 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 spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- 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
- Ensuring 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 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

## **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

## **6.4 Virtual School Heads**

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## **7. Monitoring Arrangements**

Outcomes for pupils are monitored on a termly basis and the impact of spending analysed and altered as necessary.