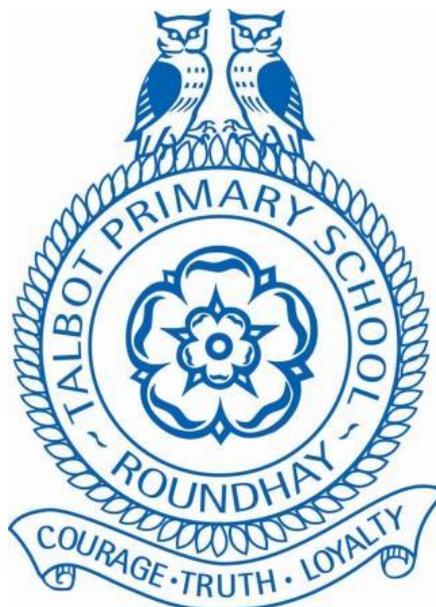


Talbot Primary School



Pupil Premium Policy

Reviewed/Revised: September 2024

Next review: September 2026

Office use:

Statutory	✓
Web	✓
Staff Notices	-

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.

Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2024-25\)](#), 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 maintained schools must publish online](#).

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 [Education Endowment Foundation \(EEF\)](#) research recommendations when shaping this provision for children with a range of different starting points and abilities to narrow any achievement gaps between them and their peers, thereby ensuring children keep up. 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.

Money is provided for pupils who have been on Free School Meals (FSM) at any point over the past six years (Ever6). Pupil Premium has a value of £1480 per eligible pupil and £2570 children who have been looked after for one day or more. There is a smaller provision of £340 for children who have a parent in the armed services.

Context

The government does not stipulate how the money should be spent, but it is clear that the money should be used to promote strategies which close the gap between the highest and lowest achieving pupils, both academically and socially. Therefore when making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. This dovetails with the research conducted by the EEF. At Talbot, the common barriers to learning for disadvantaged children, can be less support at home, weak language, oracy and communication skills, weaker metacognitive skills, attendance and punctuality issues. There may also be complex family situations that prevent children from developing.

The challenges are varied, requiring a bespoke approach that fits the needs of a child and family. We ensure that leaders and teaching staff are involved in the analysis of data to allow children to be identified, so that they are fully aware of strengths and weaknesses across the school.

Principles

- Effective whole school teaching and learning meets the needs of all the children. This includes Growth Mindsets, Metacognition and Talk Matters, which will support a culture of engagement and high aspirations in the classroom.
- We will ensure appropriate provision is made for children from vulnerable groups and that we are regularly monitoring the effectiveness of these strategies in supporting our children
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We will, therefore endeavour to ensure that entitled parents and carers are supported sensitively in applying for the meals, and any additional funding they may be entitled to. We will also allocate funding to support any child or groups of children identified as being socially disadvantaged.

Provision

The range of provision for this group could include, but is not limited to those outlined below:

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none"> • Parent and carer events and meetings are actively signposted with teaching staff actively encouraging parents to attend.
Attendance	<ul style="list-style-type: none"> • Staff time and commitment to attendance strategies and monitoring.
Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • School offers to fully fund all educational visits, including residential trips, for disadvantaged pupils, so that struggling families are not burdened financially (to be paid for from the Pupil Premium grant directly). • Learning mentor support, where appropriate • Positive signposting to a range of school clubs and activities, both during and after school. Uptake is monitored regularly
Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work focused on overcoming gaps in learning, including bespoke quality interventions (BQTs) • 1-1 support from a specialist teacher or teaching assistant • Additional group teaching and learning opportunities provided by trained TAs • Additional curriculum resources (fully or partly funded through Pupil Premium) • Staff CPD • Access to Tutor Trust tutors and after school small group tuition • Engagement with online platforms to boost attainment and progress, e.g. Atom Learning • Additional specialist SEND and SEMH support
Pupils as enablers	<ul style="list-style-type: none"> • Monitor and develop opportunities for pupils to take on additional responsibilities, e.g., buddies, sports leaders, well-being wardens

Reporting

It will be the responsibility of the Headteacher to produce the DfE Pupil Premium Strategy template and to publish on the school website. In addition, the Headteacher will produce reports for the Governing Board which will include the following:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure that there is an annual Pupil Premium Strategy displayed on the website using the DfE guidance so parents (and the DfE) can see how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Review

This Pupil Premium Policy was formally adopted by Talbot Primary School in September 2024 and will be reviewed every two years