

Kington Primary School

Pupil Premium Policy



Our School Vision

Developing caring, confident and creative children who achieve excellence.

Approved by:	Governors and Staff	Date: November 2019
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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This policy incorporates the aims and values of our school vision, which is rooted in our belief that every child can achieve that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

At Kington Primary, we recognise that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

1. Aims

This policy aims:

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2020 - 2021\)](#), published by the Education and Skills Funding Agency. It is also based on guidance in documents published by the government: [Recovery Premium Funding](#) and [Using Pupil Premium: Guidance for school leaders](#).

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

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.

Our pupil premium strategy is available on our website as a three-year plan. Spending decisions will be informed by a range of evidence as outlined in the conditions of the grant. It is recommended that this plan take a three-year approach focusing on high quality teaching, targeted academic support and wider strategies. As we have adopted a three-year approach, the strategy must be reviewed and an updated strategy published on our website every year before 31st December.

Our spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF). This aligns with the 3-tiered approach described in the EEF's pupil premium guide as below. The DfE says our activities must be those that:

1. Support the quality of teaching, such as staff professional development;
2. Provide targeted academic support, such as tutoring; and
3. Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

In making decisions on the use of the Pupil Premium we will:

- *Ensure that Pupil Premium funding is used primarily for its intended purpose.*
- *Use latest evidence-based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.*
- *Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.*
- *Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.*
- *Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.*
- *Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.*
- *Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.*
- *Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.*
- *Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.*
- *Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer. We know from evidence across the school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.*

Some examples of how the school may use the grant include, but are not limited to:

- *Providing extra one-to-one or small-group support by either a teacher or TA. This creates smaller class sizes in some lessons for the whole class.*
- *Employing extra teaching assistants.*
- *Running catch-up sessions / 1:1 and small group tuition after school (for example, for children who need extra help with maths or literacy). We will also access the funding to subsidise tuition following Covid-19 where appropriate.*
- *Access to therapeutic interventions and advice.*

- *Paying for activities that broaden the curriculum such as subsidising educational trips and music lessons.*

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception Class to Year 6.

Eligible pupils fall into the categories explained below:

- **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.
- **Child Looked After children**
Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- **Previously Child 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.
- **Ever-6 service children**
Pupils with a parent serving in the regular armed forces.
Pupils 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.
Pupils in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

***Pupil Premium Plus** is funding to help improve the attainment of child looked-after children and previously child looked-after children. As with pupil premium, it is not a personal budget for individual children.*

Children who are looked after by the local authority

For child looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment.

Our Child Looked After lead will work with Virtual School Heads to ensure that pupil premium plus for looked after children in your school is used to meet the needs identified in their personal education plans.

Local authorities are expected to release these payments termly to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

Pupils who were previously looked after by the local authority

Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children.

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 the school's pupil premium strategy on the school website each academic year, as required by 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*

7. Monitoring arrangements

This policy will be reviewed every year by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.