



PUPIL PREMIUM POLICY

Legislation and Guidance:

The Pupil Premium Grant is additional funding allocated to publicly funded schools to raise attainment of disadvantaged pupils and support pupils with parents in the armed forces (Services Pupil Premium, SSP). The school will use the grant to support these groups, which comprise of pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

This policy is based on the Pupil Premium [allocations and conditions of grant guidance 2025 to 2026](#) and guidance on [using the Pupil Premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service Pupil Premium](#) from the Department for Education (DfE).

This policy is part of our commitment to reducing inequalities in outcomes and prompting the inclusive nature of the work we do at our school. This policy takes into account our statutory responsibilities in meeting requirements of the Equality Act 2010. When developing this policy, we have also considered the Ofsted Inspection Framework, which places a strong emphasis on improving the learning and progress of different groups and narrowing gaps in standards to enable children to keep up rather than catch up.

Purpose of the grant:

Pupil Premium Grant:

The Pupil Premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils. 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 they can reach their full potential.

Service Pupil Premium Grant:

An additional grant, the Service Pupil Premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both Pupil Premium and Service Pupil Premium.

Use of the grant:

- The Pupil Premium is used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding is to narrow and diminish the gap between the achievement of these pupils and their peers, both academically, emotionally and socially. We will use the latest evidence-based research on proven strategies to address the attainment gap and adapt these as necessary to meet the needs of our pupils.
- We will 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 is being used to make a difference.
- At Queensway, we are mindful that eligibility and take up of FSM does not equate with pupils being considered to be 'low ability' because of their social circumstances.

- We ensure that we develop positive, proactive relationships with our families to support and remove any potential barriers or stigma attached, as we recognise the important role that parents and carers play in the lives of their children.
- As far as its powers allow, the school use the additional funding to address any underlying inequalities between children in receipt of the Pupil Premium Grants and their peers, overcoming socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.
- The school ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Quality First Teaching:

At Queensway, our preferred way to narrow the gap in attainment is to use quality first teaching and learning. We will also use high quality interventions where needed to assist our pupils in a time limited way.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement are monitored by class teachers, Senior Leaders and the HSCLW, and interventions put in place.
- b) If a pupil has been identified as underachieving, or *possibly* having special educational needs, they are closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions are monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The Pupil Premium Leader and Inclusion Manager are consulted if appropriate, for support and advice and may wish to observe the pupil in class.
- e) Class teachers will be aware and support any child who exhibits any well-being or mental health difficulties through nurture groups and the use of our whole school approach to the Zones of Regulation. The HSCLW and Inclusion Manager may be consulted if additional support is deemed necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school, including giving their views on the needs of their children.

Through the use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, our aim is that these children will make better progress and achieve higher standards that would have been likely without it.

Provision:

As a school, we have a range of provision in place to meet the individual and collective needs of the children. This provision includes actions such as:

- Small group work focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided by teachers and support staff.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Supporting the funding of activities that broaden the curriculum and life experiences.
- The Head teacher, in consultation with the governors and senior staff, decides how the Pupil Premium funding is spent for the benefit of entitled pupils. We utilise the approaches included in the DFE's 'menu of approaches' to support this, looking carefully at the approaches we can

implement to support our pupils' needs. (High quality teaching, targeted academic support and wider strategies)

- The school assesses what additional provision should be made for the individual pupils in receipt of Pupil Premium.
- We continue to further develop strategies and interventions which can improve the progress, attainment and attendance of these pupils. The needs of individuals and families are closely monitored by Senior leadership, class teachers and the Home School Community Link Worker and support is provided accordingly.
- We will ensure that all children in receipt of Pupil Premium have access to our curriculum enrichment offer by subsidising opportunities for trips, residential and clubs.
- We engage with families to discuss the needs of their child and take their views into account, ensuring that school and homework together to develop relationships and strategies best suited to support these children

Outcomes for children in receipt of Pupil Premium:

This policy plays an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.

We ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school uses the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium, as well as supporting the mental health and well-being of these children.

A pupil premium strategy document is completed every three years and reviewed annually. This document contains further detail of barriers to learning, strategies to address these barriers, data and specific funding. This can be found on the school website, along with the review of the previous year's spending and its impact.

We track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children; we monitor, evaluate and review the success of the impact of the Pupil Premium funding. The school uses evidence-based research from The Sutton Trust and The Education Endowment Foundation to support the strategies in place.

Eligible Pupils:

For parents whose children attend Queensway Nursery, they are encouraged on enrolment to provide information for the school to check if they are eligible for Early Years Pupil Premium. This policy applies to EYPP too.

When children start in Reception at Queensway, we include in the welcome pack information about PP and the criteria for eligibility. We request that this information is completed so the school can check. We also reinforce this message during the 'welcome home visit' where staff flag this up with families.

Periodically throughout the year, the school send out reminders to families to let us know if their circumstances change so we can keep checking eligibility. Eligible pupils fall into the categories explained below:

Ever 6 free school meals:

Pupils recorded in the most recent October school census who are known to have been eligible for Free School Meals (FSM) 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 October census.

This also includes pupils with No Recourse to Public Funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children:

Pupils who are in the care of, or provided with accommodation by, a Local Authority in England or Wales for at least 1 day.

Previously looked after children:

Pupils recorded in the most recent October census who:

- Were looked after by a Local Authority or other state care immediately before being adopted,
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

Service children:

Pupils recorded in the most recent October census:

- 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 ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census.
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

Roles and responsibilities:**Headteacher, Senior Leadership Team and the Pupil Premium Leader:**

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure 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 and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors:

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Will appoint a lead governor for Pupil Premium, who will meet regularly with the Pupil Premium Lead

- Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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

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

Monitoring:

- The pupil premium strategy is reviewed by the Pupil Premium Leader and the link governor three times a year.
- Pupil Premium is a set item on the agenda of the Quality of Education Committee.

Review:

This policy will be reviewed every three years by the appropriate governing body sub-committee. Any alterations will be ratified by the full Governing Body.

Chair of Committee Date

Head Teacher Date