

Upton Westlea Primary and Nursery School

Pupil Premium Policy



Approved by staff:

Signed: K Carruthers

Date: November 2025

Approved by Governors:

Signed: pp L Dalton

Date: November 2025

Review Date: November 2026

The effective use of the pupil premium grant at Upton Westlea Primary School involves all pupils, including the most severely disadvantaged and the highly gifted. They are regarded as unique individuals and receive both challenge and support designed to meet their needs.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel (our Forces children).

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

Strategies

- Pupil Premium will be clearly identifiable within the budget

- The headteacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
- The school will assess what additional provision should be made for the individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- From September 2012, we have published online information about how we have used the Premium.
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Pupil Premium.
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
- We will 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 will monitor evaluate and review the success of the impact of the pupil premium funding.

The list below is not exhaustive but indicates some of the ways in which we plan to use the pupil premium. The list included evidence -based research on types of intervention that improve a child or young person's attainment and recognises that emotional stability is the bedrock of learning.

- Strategies and resources to increase attainment at the end of each Key Stage
- Individual tuition tailored to the individual learner's perceived needs
- Participation in sports activities
- Participation in creative activities (art, music, dance, drama, critical thinking)
- Support to complete homework (either at school or at home)
- Computing (the use of digital technology to support learning: laptops, I-pads, audio equipment, photography)
- Individual packages of support for emotional wellbeing
- Sensory equipment
- Additional access to teaching assistants and learning mentors
- Outdoor resources and activities
- Afterschool activities and programmes
- Contribution to educational visits including residential visits

Roles and responsibilities

Governing body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school improvement plan (SIP).
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Pupil Premium Champion (TBC) is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.

Headteacher and SLT

In our school the Headteacher (Mrs K Carruthers), Deputy Headteacher (Mrs V Field), Mrs D Grimshaw (Safeguarding Lead) and SENCO (Mrs C Holmes) retain overall responsibility for leading the pupil premium strategy and evaluating the impact of the support programme.

Subject leaders

Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the HT.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that actions in the SIP are being implemented.

Medium term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- the attainment gap – accelerated progress will result in closing the gap in grades/levels.