

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Pupil Premium Policy

Staff member responsible	Mrs. T. Rainford & Mrs. A. Bracewell
Governor/Other responsible	Mr. R. Pilbrow
Date of Policy	November 2025
Reviewed	Annually

School Vision:

Guilden Sutton Church of England Primary School strives to provide the best possible education for our children. We aim for excellence within a happy, secure environment with an ethos based on Christian values where each individual's achievements are valued and celebrated. Through the teachings of Jesus, all are enabled to flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

We aim to ensure that all of our children have the opportunity to develop to their full potential with careful attention given to those who are vulnerable or socially disadvantaged.

The targeted and strategic use of the pupil premium grant (PPG) will support us in achieving our vision.

- The barriers to learning for pupils in receipt of PPG are diverse, although it must be noted a good percentage of these pupils are working at greater depth across the curriculum already. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting disadvantaged pupils to achieve the highest levels from wherever their starting point.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PPG to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged or vulnerable.
- The vast majority of our work through the pupil premium programme will be aimed at accelerating progress, moving pupils entitled to pupil premium funding to at least age-related expectations (if this is currently not the case) and beyond. Initially this will be in English and mathematics.
- Where pupils are already working at greater depth in these subjects, the PPG will be used to further enrich the curriculum.
- The school recognises that some barriers to learning are caused by an atmosphere of family stress and tension, often caused by financial pressures. Where this is the case, the school will find creative ways in which to support families including support for mental health and wellbeing for children and adults.

Strategies:

The range of provision the school considers making for children in receipt of PPG includes:

- Providing small group work for pupils who are working towards age related expectations entitled to pupil premium funding with a teacher/teaching assistant focused on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 support for pupils entitled to pupil premium funding to help them make improved progress and to raise their standards of achievement, whether that be achievement towards age related expectations or beyond.
- Additional teaching and learning opportunities for pupils entitled to pupil premium funding provided through mathematics and Literacy Specialist Teaching Assistants.
- Provision of an Emotional Literacy Support Assistant (ELSA) for those pupils and their families who need targeted support to remove barriers to learning relating to emotional literacy and mental health. (Appendix 1)
- Additional speech and language support by qualified speech therapists or external providers.
- Acquiring effective materials for pupils entitled to pupil premium funding aimed at raising standards, particularly in reading, writing and mathematics.
- Pupil premium resources may also be used to target able pupils to work at a higher level across the curriculum.
- Specialist tuition fees and resources e.g. 11 + tuition for those entering the exams
- Specialist assessment opportunities to identify specific barriers to learning
- Subsidy of extra-curricular activities
- Music tuition
- Subsidy of educational visits
- After school care, where appropriate
- Subscription to online educational programmes
- Resources e.g. school uniform, digital technology, musical instruments
- The Beanstalk reading support programme

We also look at opportunities for enrichment and enhancement of the curriculum where a child shows particular talents in an area.

Monitoring and Evaluation

Monitoring and evaluation of the provision takes place in the following ways:

- Pupil progress is tracked on a termly basis and the impact of intervention strategies assessed.
- Teaching staff and support staff attend and contribute to termly pupil progress meetings.
- Strategies are adapted if interim assessments show that a child is in danger of not meeting targets

- Regular reciprocal feedback between children, staff and parents on the impact of the provision is encouraged.
- The school has a teacher with specific responsibility for monitoring the progress of children and succession planning, who liaises closely with class teachers to ensure that provision is appropriate. They meet with governors each term who have responsibility for monitoring the impact of pupil premium funding to discuss progress the PPG provision throughout the school.

Reporting

- It will be the responsibility of the Pupil Premium Team (Headteacher, Staff Coordinator, governors) to produce termly reports to the Full Governing Body.
- The Headteacher/ Pupil Premium Co-ordinator will work with teachers to analyse the impact of Pupil Premium allocation; comparisons are made termly to judge progress and attainment for pupils receiving Pupil Premium and those who do not.
- The school will ensure that there is an annual statement to parents which demonstrates the impact of the school's spending on the outcomes for pupils. This information will appear on the school's website.

Measuring impact of PPG spending

- Pupil progress is tracked on a termly basis and the impact of intervention strategies assessed on a half termly basis. Strategies are adapted if interim assessments show that a child is in danger of not meeting targets
- Feedback from children, staff and parents help evaluate the success of the strategies used.
- Records of attendance at extra-curricular clubs and music tuition are kept.

Appendix 1

Document to support the link between improved social and emotional learning and attainment across the curriculum

[Improving Social and Emotional Learning in Primary Schools | EEF](#)