



Newall Green Primary School

Aiming High To Reach Our Goals

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Pupil Premium Policy

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1. Aims

This policy aims to:

- Ensure that disadvantaged pupils achieve outcomes in line with, or exceeding, those of their peers nationally
- Remove barriers to learning so that all pupils can access, participate in and succeed within a broad and ambitious curriculum
- Ensure that pupil premium funding is used strategically, equitably and with demonstrable impact
- Promote high expectations and raise aspirations for all disadvantaged pupils
- Ensure all stakeholders understand their role in improving outcomes for disadvantaged pupils

2. Legislation and Guidance

This policy is based on:

- The Pupil Premium: conditions of grant 2024–2025 (Education and Skills Funding Agency)
- Guidance from the Department for Education (DfE) on using pupil premium effectively
- The Education Inspection Framework (Ofsted)
- Research from the Education Endowment Foundation (EEF)

This policy also reflects the school’s responsibilities under the Equality Act 2010 and aligns with Manchester City Council expectations regarding inclusion, Early Help, and multi-agency working.

3. Purpose of the Grant

The pupil premium grant is additional funding provided to schools to:

- Improve the attainment and progress of disadvantaged pupils
- Support pupils with parents serving in the armed forces

The school recognises that:

- Disadvantaged pupils may face a range of academic, social and emotional barriers
- Not all eligible pupils are underperforming, but all require appropriate challenge and support
- Funding is not allocated on a per-pupil basis and may be used to support whole-school strategies that benefit disadvantaged pupils

The school is committed to ensuring that funding leads to measurable improvements in outcomes, including attainment, progress, attendance, and wider development.

4. Strategy and Use of the Grant

4.1 Identifying Barriers to Learning

The school uses a robust range of evidence to identify barriers faced by disadvantaged pupils, including:

- Attainment and progress data
- IDACI (Income Deprivation Affecting Children Index)
- Attendance and persistent absence data
- Behaviour and exclusion data
- Safeguarding and pastoral information
- Pupil voice and family engagement

This ensures that strategies are precisely targeted and responsive to need.

4.2 Principles of Effective Practice

The school's approach is underpinned by the following principles:

- High-quality teaching is the most important lever for improving outcomes
- Strategies are evidence-informed, drawing on EEF research
- Interventions are carefully selected, implemented and evaluated
- Provision addresses both academic and non-academic barriers
- Disadvantaged pupils are prioritised across all areas of school improvement

4.3 Areas of Focus

Funding is allocated across three key areas:

1. High-Quality Teaching

- Continuous professional development to improve pedagogy and subject knowledge
- Strong support for Early Career Teachers (ECTs)
- Investment in high-quality Early Years Foundation Stage (EYFS) provision
- Curriculum development to ensure ambition, coherence and accessibility

Intended impact:

Improved quality of teaching leading to sustained improvements in pupil progress and attainment.

2. Targeted Academic Support

- Timely and targeted interventions based on diagnostic assessment
- Use of data to identify gaps and monitor progress
- Additional support for pupils at risk of underachievement

Intended impact:

Accelerated progress for disadvantaged pupils and reduced attainment gaps.

3. Wider Strategies

- Support for attendance, including Early Help and family engagement
- Access to a free or subsidised breakfast provision
- Provision of enrichment opportunities (trips, visits, cultural experiences)
- Development of pupils' language and communication skills
- Access to specialist support, including a school-based counsellor and educational psychologist
- Use of technology to enhance learning and parental engagement

Intended impact:

Improved attendance, engagement, wellbeing, and readiness to learn.

4.4 Working with Families and External Agencies

The school works in partnership with:

- Families and carers
- Early Help services
- Manchester local authority services
- External professionals and agencies

This ensures a coordinated and holistic approach to supporting disadvantaged pupils.

4.5 Accountability and Evaluation

The school ensures that pupil premium funding is:

- Strategically planned and regularly reviewed
- Evaluated based on measurable impact
- Adapted in response to ongoing monitoring and evidence

Leaders can clearly articulate:

- The rationale for spending decisions
- The impact of strategies on pupil outcomes
- How provision is adapted to maximise effectiveness

4.6 Publication of Strategy

The school publishes an annual pupil premium strategy statement on its website in line with DfE requirements. This includes:

- Intended outcomes
- Planned expenditure
- A review of previous spending and its impact

<https://www.newallgreen.manchester.sch.uk/page/pupil-premium/69859>

5. Eligible Pupils

Pupil premium funding is allocated based on the number of eligible pupils in Reception to Year 6.

5.1 Ever 6 Free School Meals (FSM)

Pupils eligible for free school meals at any point in the last six years, including those with no recourse to public funds (NRPF), where applicable.

5.2 Looked-after Children

Pupils in the care of a local authority for at least one day.

5.3 Previously Looked-after Children

Pupils who have left care through adoption, special guardianship, or child arrangements orders, including those adopted from state care outside England and Wales.

5.4 Service Children

Pupils with a parent serving in the armed forces, registered as a service child within the last six years, or in receipt of a child pension from the Ministry of Defence.

6. Roles and Responsibilities

6.1 Headteacher and Senior Leadership Team

Responsible for:

- Strategic leadership of pupil premium provision
- Ensuring funding is used effectively and in line with guidance
- Monitoring and evaluating impact
- Reporting to governors and trustees
- Ensuring staff are trained and accountable

6.2 Pupil Premium Lead

Phase Leaders are responsible for:

- Day-to-day oversight of provision
- Monitoring progress of disadvantaged pupils
- Supporting staff to implement effective strategies
- Ensuring accurate data and evaluation

Reporting this information back to SLT during pupil progress meetings.

6.3 Governing Board (LGB)

Responsible for:

- Holding leaders to account for the impact of spending
- Ensuring value for money
- Monitoring outcomes for disadvantaged pupils

6.4 Trust Board

Responsible for:

- Strategic oversight and accountability
- Ensuring compliance with funding conditions

6.5 All Staff

Responsible for:

- Maintaining high expectations
- Delivering high-quality teaching
- Identifying and addressing barriers to learning
- Contributing to evaluation and improvement

6.6 Virtual School Heads

Work with SENCOs within school, who are responsible for:

- Managing funding for looked-after children
- Ensuring effective use through Personal Education Plans (PEPs)
- Promoting educational achievement

7. Monitoring and Review

Monitoring is ongoing and includes:

- Termly analysis of attainment and progress data
- Attendance and behaviour monitoring

- Evaluation of intervention impact
- Pupil progress meetings

The policy is reviewed annually to ensure continued effectiveness and compliance.

8. Safeguarding and Inclusion

The school recognises that disadvantaged pupils may be at greater risk of safeguarding concerns.

All staff ensure that:

- Safeguarding procedures are rigorously followed
- Disadvantaged pupils receive appropriate support
- Barriers to learning are addressed through a whole-child approach

9. Links with Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- SEND Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding Policy