



Newdale Primary School & Nursery

Pupil Premium Policy

Reviewed: September 2026

Next planned review: September 2027

Policy Statement

At Newdale Primary School & Nursery, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve their full potential. We recognise that disadvantaged pupils may face additional barriers to learning and that these barriers can impact educational outcomes. The Pupil Premium Grant provides additional funding to help schools improve outcomes for disadvantaged pupils and narrow the attainment gap between disadvantaged pupils and their peers. The purpose of this policy is to outline the school's approach to the effective use of Pupil Premium funding and our commitment to ensuring that all eligible pupils receive the support they need to succeed. The school uses evidence-informed approaches, including guidance from the Department for Education and the Education Endowment Foundation, to inform decisions about Pupil Premium spending and provision.

Aims

The school aims to:

- Improve educational outcomes for disadvantaged pupils.
- Reduce differences in attainment and progress between disadvantaged pupils and their peers.
- Ensure disadvantaged pupils have access to high-quality teaching and learning.
- Raise expectations and aspirations for all pupils.
- Remove barriers to learning, attendance, engagement and wellbeing.
- Provide targeted support where additional needs have been identified.
- Ensure all pupils can access a broad, balanced and enriching curriculum.
- Monitor and evaluate the impact of Pupil Premium spending to ensure funding is used effectively.

Eligibility

Pupil Premium funding is allocated to schools based on the number of pupils who meet the national eligibility criteria. Eligible pupils include:

- Pupils who are currently eligible for Free School Meals (FSM).
- Pupils who have been eligible for FSM at any point in the previous six years (Ever 6 FSM).
- Previously looked-after children.
- Children adopted from care or who left care under a special guardianship order, child arrangements order or residence order.

In addition, some pupils attract Service Pupil Premium (SPP), a separate grant intended to support children from service families.

It should be noted that although FSM eligibility is being expanded to all children in households receiving Universal Credit, newly eligible pupils resulting from that expansion do not

automatically attract Pupil Premium funding. The DfE has confirmed that Pupil Premium eligibility criteria remain unchanged for 2026-27.

The school recognises that disadvantage may affect a wider group of pupils. While funding is allocated according to national eligibility criteria, support may also benefit other pupils with identified needs where this is deemed appropriate and aligns with the school's overall strategy.

Principles

The school believes that:

- All pupils can achieve highly when provided with the right support and opportunities.
- High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils.
- Pupil Premium funding should be used strategically to address identified barriers to learning.
- Provision should be informed by robust evidence of what is most likely to improve outcomes.
- The needs of disadvantaged pupils should be considered across all aspects of school improvement planning.
- Effective monitoring and evaluation are essential to ensuring value for money and positive impact.
- Vulnerable and disadvantaged pupils should be identified promptly so support can be delivered as early as possible.

Use of Pupil Premium Funding

Funding may be used to support a range of approaches, including:

High-Quality Teaching

- Professional development for staff both internally and externally.
- Evidence-informed teaching approaches – delivered by eg. Educational Psychologist and SENDco.
- Curriculum development and adaptation – teachers are supported by PPG and SEND specialists in the school.
- Strategies to improve teaching, learning and assessment – monitoring supports identifying areas of need.
- Resources and training which strengthen inclusive classroom practice – ongoing focus.

Targeted Academic Support

- Small group and one-to-one interventions – through the Inclusive support team and via the use of the Haven (SEMH hub).
- Additional support in reading, writing and mathematics – Target time set during pupil progress meetings.

- Targeted provision for pupils who require accelerated progress – daily one to one target time for key pupils.
- Mentoring and intervention programmes – pastoral interventions to target specific needs.

Wider Strategies

- Attendance support and early intervention – 3 weekly attendance meetings with pastoral, DSLs and admin in attendance.
- Pastoral and wellbeing provision – x2 full time members of experienced staff.
- Nurture and SEMH support – bespoke hub (The Haven) to support need with experience nurture and SEND expertise.
- Support for participation in educational visits, enrichment activities and wider school opportunities. No child is excluded from participating in a club due to a financial reason.
- Family support and engagement initiatives – regular pastoral/SEND parent meetings held face to face in school.
- Mentoring and key worker support where appropriate – All support staff have a key worker child allocated at the beginning of each year.
- Access to resources that remove barriers to learning and participation – eg school uniform

Identification of Barriers to Learning

The school regularly reviews information to identify barriers that may affect disadvantaged pupils, including:

- Attainment and progress data – face to face pupil progress meetings.
- Attendance and punctuality – 3 weekly attendance meetings.
- Social, emotional and mental health needs – use of the Haven Hub, the Inclusive Support Assistants and specialist staff.
- Speech, language and communication needs – external and internal support extensive across school and nursery.
- Special educational needs and disabilities – highly experienced SENDco and wider SEND specialism team of staff.
- Engagement with learning – regular monitoring and subsequent CPD to action and support.
- Access to enrichment opportunities – carefully monitored and bespoke offer in place eg Lighthouse club.
- Family and contextual factors affecting learning – pastoral team active in ensuring regularly communication and support.

This information is used to inform strategic planning and resource allocation.

Leadership and Accountability

The Headteacher has overall responsibility for the strategic use of Pupil Premium funding.

Senior leaders are responsible for:

- Identifying priorities based on school evidence.
- Implementing agreed actions.
- Monitoring the quality of provision.
- Evaluating the impact of spending.
- Reporting outcomes to governors.

Governors are responsible for:

- Holding leaders to account for the effective use of funding – x 6 committee meetings each term and x1 full governing body meeting where there is a priority on PPG expenditure and impact.
- Monitoring the impact of provision on pupil outcomes.
- Ensuring statutory publication requirements are met.

Monitoring and Evaluation

The impact of Pupil Premium spending is reviewed throughout the academic year using a range of evidence, including:

- Pupil attainment and progress outcomes.
- Attendance information.
- Behaviour and wellbeing indicators.
- Participation in wider opportunities.
- Pupil voice.
- Quality of teaching and provision.

Where evidence suggests that provision is not securing the intended impact, leaders will refine approaches and redirect resources as appropriate.

Reporting Arrangements

In accordance with national requirements, the school publishes an annual Pupil Premium Strategy Statement on its website by 31 December each year. The strategy statement outlines:

- Identified barriers to learning.
- Intended outcomes.
- Planned expenditure and approaches.
- Evidence underpinning spending decisions.
- Evaluation of the impact of previous spending.

Progress towards intended outcomes is monitored regularly by school leaders and governors throughout the academic year.

Review of Policy

This policy will be reviewed annually to ensure it remains compliant with current guidance and continues to reflect the school's approach to supporting disadvantaged pupils.