Pupil Premium Policy 2025-2027

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

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).

3. Purpose of the grant

3.1 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.

3.2 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.

4. Use of the grant

Galley Common Infant School uses a range of provision to support the needs of individuals.

This may include:

• Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning and providing challenge so that all children make progress from their starting points.

• Well-being support
• Thrive provision
• Lego therapy
• 1:1 tuition (research based evidence from EEF) e.g. precision teaching
• 1-1 support
• Parent Support Adviser
• Additional teaching and learning opportunities provided through trained TAs or external agencies
• Transition from infant to junior school.
• Additional learning support.
• Increased social and cultural capital through fully funded activities, educational visits and enrichment opportunities linked to the school offer.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- PE provision
- Music provision
- Behaviour support

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

This list is not exhaustive and will change according to the needs and support required for individual disadvantaged pupils. We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK. Information on how the school uses the pupil premium and the pupil premiums strategy is available here:

https://www.galleycommoninfschool.co.uk/pupil-premium/

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception, Year 1 & Year 2. Eligible pupils fall into the categories explained below.

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

5.2 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.

5.3 Post-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, or
- 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.

5.4 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 (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

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that 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 spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring 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 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

6.3 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools.

Their responsibilities include, but are not limited to: Identifying the eligible looked after children and informing the local authority WIS Pupil Premium Policy

Making sure methods for allocating and spending ensure that looked after children benefit without delay

Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to the meet the need identified in this plan, and ensure the funding is spent in this way

Demonstrating how pupil premium funding is raising the achievement of looked after children Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Policy Review

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to the Children Looked After and Post Looked After Policy.

Reviewed- November 2025

Next review-November 2027