
Pupil Premium Policy

Yew Tree Primary School



Date of Policy:	September 2025
Responsibility:	Deputy Head Teacher
Review Date:	September 2028
Consultation:	This policy was reviewed by staff and governors.

Ethos Statement

It is the aim of the Governing Body of Yew Tree Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

"Learning Without Limits"

Guidance

This policy is based upon the latest guidance from the Department for Education:

- Pupil Premium Overview June 2025
- Using Pupil Premium: Guidance for School Leaders March 2025

Aims

At Yew Tree, we aim to make learning enjoyable, allowing every individual to achieve their best and to nurture their talents, as well as giving them safety, security and the skills they will need to be good citizens and the workforce of tomorrow. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Opportunity for children and young people is too often defined by their background. Our intention is to do more to improve the life chances of our most disadvantaged children and break the link between background and future success.

The pupil premium grant plays a critical role in supporting the drive for rising standards and to ensure every child, no matter their background, can achieve and thrive. Pupil premium supports the aim of narrowing the gap between the attainment of disadvantaged pupils and their peers.

We will consider the challenges faced by disadvantaged pupils and use pupil premium funding to address the specific challenges pupils face, through high-quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed.

Background

Pupil premium is additional funding for state-funded schools in England to help raise the educational outcomes of disadvantaged 5-16-year-olds. The PP grant provides funding for the purpose of improving the educational outcomes of disadvantaged pupils. Schools must use their PP grant to accelerate disadvantaged pupils' progress, in order to raise their attainment. This will contribute to closing the national attainment gap between disadvantaged pupils and their peers.

Funding Criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

It is for the school to decide how to allocate the funding, after assessing the needs of our disadvantaged cohort and evidence about which approaches are likely to be effective in context. The school will also use funding to support pupils that we believe to be economically disadvantaged but have not been identified as pupil premium eligible, and on whole class approaches that benefit all pupils, for example high-quality teaching (see below).

Pupil Premium Plus

Pupil premium plus refers to the portion of the pupil premium grant for children who are looked-after by the local authority or were previously looked-after by a local authority or other state care. This includes children adopted from state care or equivalent from outside England and Wales.

Looked-after and previously looked-after children achieve significantly poorer outcomes than non-looked after children. In many cases the impact of pre-care and care experience can be a significant barrier to their educational achievement. To help close the attainment gap between looked-after children and their peers, the government has introduced a number of measures, including the pupil premium plus for looked-after and previously looked-after children.

As with the main pupil premium budget, it is not a personal budget for individual children and the school must use funding on approaches intended to improve pupils' educational outcomes in line with the 'menu of approaches' as stated in this policy.

Looked-after children

Pupil premium allocations based on the eligibility of looked-after children are managed by the local authority's Virtual School Head (VSH). VSH responsibilities include ensuring pupil premium is used to support the educational outcomes of the children looked after by the local authority.

The school's designated teacher will work with VSHs to ensure that pupil premium benefits looked-after children in our school. The funding should be used on evidence-informed interventions that are clearly linked to robust Personal Education Plans and in line with the menu of approaches.

The VSH will ensure that there are arrangements in place to discuss how children will benefit from the pupil premium grant for looked-after children with the designated teacher.

Previously looked-after children

Pupil premium funding based on the eligibility of previously looked-after children is part of the school's pupil premium allocation.

The designated teacher has a key role in ensuring that the specific needs of previously looked-after children are reflected in how we use our pupil premium plus.

The designated teacher should:

- encourage parents of eligible previously looked-after children to tell the school if their child is eligible to attract pupil premium plus funding
- consult the Virtual School Head on how to use the funding effectively, where appropriate
- encourage parents and guardians' involvement in how pupil premium plus funding is used to support their child
- be the main contact for queries about how pupil premium is being used to support previously looked-after children

Developing an Effective Strategy – Menu of Approaches

To ensure that pupil premium is focused on effective approaches to raising the educational attainment of disadvantaged pupils, Yew Tree Primary School will spend the pupil premium grant (excluding service pupil premium) on evidence-informed activities in line with the 'menu of approaches' set by the Department for Education (DfE).

The menu of approaches is in 'Using pupil premium: guidance for school leaders (<https://www.gov.uk/government/publications/pupil-premium>)'.

The menu aligns with the EEF's 3-tiered approach, which helps schools allocate spending across the following areas:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

When considering the balance of spending within the 3-tiered model set out in EEF's guide to the pupil premium (<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>), the school will bear in mind that the EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.

However, the exact balance of spending between categories will vary depending on the specific needs of pupils and the relative size of the school's pupil premium cohort.

High attaining eligible pupils should receive just as much focus as lower attaining eligible pupils when it comes to spending funding.

Developing and delivering an effective strategy

Identifying the challenges faced by disadvantaged pupils

Diagnostic assessment, using data from internal and external assessments, will identify the specific areas where intervention and support will improve pupil's academic progress. We will draw on data to develop an understanding of non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example:

- attendance and levels of persistent and severe absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns

When identifying the main challenges pupils are facing, we will consider underlying academic and non-academic causes of them. For example, low attainment may be an outcome of poor early language development. When identifying challenges, we will draw on a range of data sources, including internal assessments and performance data, discussions with teachers and support staff, and engagement with pupils and families.

Using evidence

Using evidence is vital to inform our decision-making and wider pupil premium strategy planning. When using the pupil premium to purchase external programmes, we will consider programmes which are well-supported by evidence and assess their suitability for our context.

We will consider a range of external research evidence, alongside our own knowledge of our pupils. External evidence will help us to better understand:

- which specific activities have been found to be the most effective in addressing the types of challenge that our pupils face
- how to successfully implement our chosen activities
- the relative impact of different approaches

Developing an effective strategy

We will develop a strategy for effective use of the pupil premium, that:

- addresses the challenges within our control that are having the most significant impact on disadvantaged pupils' outcomes
- combines evidence about 'what works' with our knowledge of your setting
- sets ambitious but realistic target outcomes

We will ensure approaches that support high-quality teaching will be a top priority for pupil premium spending, but the exact balance of spending between categories will vary depending on the specific needs of our pupils and factors such as the size of our pupil premium cohort.

We will consider how our strategy aligns with other strategic school improvement documents, such as your school improvement plan, to ensure that addressing disadvantage is a whole-school approach.

Delivering and monitoring our strategy

Planning delivery

Key considerations when planning the delivery of our strategy will include:

- **Coherence with curriculum:** how to integrate any planned activity with the curriculum, and ensure that pupils receiving targeted support do not miss out on core curriculum content
- **Collective responsibility:** how to ensure that all staff promote the principles and ethos of your strategy, and ensure that professional development requirements are taken into account
- **Targeting and monitoring:** which pupils will benefit from which activity, when and in what group size, and what data and resources will be required to monitor the impact of each activity
- **External providers (if using them):** what internal resources and capacity are required to make the most of any external provision

Supporting delivery

Once the strategy is in place, we will continue to ensure it is being delivered effectively. Key considerations for supporting delivery are:

- **Monitoring to drive improvements:** for monitoring to improve implementation and pupil outcomes, data and insights on progress need to be shared, understood, and used. Sufficient time and opportunities will be created for staff to reflect on implementation data and feedback, and for implementation leaders to identify and tackle problems. Leaders and staff will reflect jointly on how well the strategy is being delivered, and opportunities for improvements
- **Supporting staff during initial attempts and implementation:** a key role for leaders during the delivery of our pupil premium strategy will be to support staff wellbeing, manage expectations, and encourage buy-in.
- **Reinforcing the strategy:** ongoing professional development for staff delivering elements of the pupil premium strategy, reminders and communications to staff about the importance of the strategy and how everyone can contribute to our aims

Evaluating and sustaining our strategy

We will specify monitoring and evaluation measures when planning our strategy. This will help ensure that our strategy begins with clear outcomes in mind and reduces bias when evaluating impact.

When evaluating the impact of our approaches, we will:

- measure success based on outcomes for disadvantaged pupils such as attainment and attendance of disadvantaged pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- consider the short, medium and long-term outcomes needed to achieve our strategy objectives
- ensure that evaluation is an ongoing process – strategies that have been effective in one year may not continue to be effective the next

When evaluating impact, we will not:

- use data that does not focus on pupil outcomes
- base evaluation solely on the perceptions of those delivering the activity
- use vague intended outcomes, which make an accurate assessment of improvements more difficult

The outcomes of our evaluation will inform our decision on whether to sustain or stop each activity.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

FIND THE GAP, PLUG THE GAP

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind-sets towards learning

Analysing Data

We will ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.

Identification of Pupils

We will ensure that:

- all teaching staff and support staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable children are within their class or area of responsibility
- all pupil premium children benefit from the funding, not just those who are underperforming
- expectation, challenge and stretch at all levels is targeted (not just lower attaining pupils)
- children’s individual needs are considered carefully so that we provide support for those
- children who could be doing “even better if.....”
- children’s exercise books are prioritised, ensuring they are engaging in feedback and that regular feedback allows the teacher to check on their progress continuously

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- share good practice within the school and draw on external expertise
- provide high quality CPD
- improve assessment through joint moderation

Increasing Learning Time

We will maximise the time children have to “keep up” through:

- improving attendance and punctuality
- providing earlier intervention

Individualising Support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- providing high quality interventions across phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing extensive support for parents to support their children’s learning within the curriculum and to manage in times of crisis
- tailoring interventions to the needs of the child (e.g. targeted feedback sessions for children who struggle in the main lesson)
- recognising and building on children’s strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – attainment data, pupils’ work, observations, learning reviews, staff, parent and pupil voice
- assessment data is collected two times a year so that the impact of Quality First teaching and interventions can be monitored regularly
- summative assessments are closely moderated to ensure they are accurate
- teaching staff and phase leaders attend and contribute to pupil progress review meetings
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- tracking is used to evaluate the impact of academic and pastoral interventions
- a designated member of the SLT maintains an overview of pupil premium spending
- a governor is given responsibility for pupil premium

Accountability

The schools will show how it is using their pupil premium effectively:

- by publishing a statement on the website each academic year using the DfE template
- through inspections by Ofsted (<https://reports.ofsted.gov.uk/>). Inspectors may discuss plans schools have to spend their pupil premium
- through scrutiny of pupil premium plans by governors

The school is also held to account for the outcomes achieved by disadvantaged pupils through published performance tables (<https://www.gov.uk/school-performance-tables>).

The Governing Body will consider the information provided and will ensure that the pupil premium strategy statement is published on the school website, outlining how the pupil premium funding has been used to address the issue of closing the gap for pupils eligible for pupil premium.