Denby Free CoE VA Primary School

Pupil Premium Policy

Date policy last reviewed: September 2025

Signed by:

J Clarke	Headteacher	Date:	30.09.25
L Reast	Chair of governors	Date:	30.09.25

Contents:

Statement of intent

1. Legal framework
2. PPG allocation rates
3. Objectives
4. Our strategy for success
5. Spending priorities
6. Use of the LAC and PLAC premiums
7. Potential interventions
8. Use of the service pupil premium
9. Accountability
10. Reporting
11. Pupil premium reviews
12. Overpayments
13. Monitoring and review

Appendices

a) Appendix A - Pupil premium reporting template
b) Appendix B - Pupil premium review self-evaluation form

Statement of Intent

At Denby Free CoE VA Primary School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2024) 'Using pupil premium: guidance for school leaders'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2024) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

2.1. For the academic year 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,455
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,530
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,530
Service children	**Grant amount per pupil**
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

3. Obectives

3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.

3.2. To narrow the gap between the educational achievement of these pupils and their peers.

3.3. To address underlying inequalities, as far as possible, between pupils.

3.4. To ensure that the PPG reaches the pupils who need it most.

3.5. To make a significant impact on the education and lives of these pupils.

3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. Our strategy for success

4.1. We will maximise the use of PPG by:

- Assigning a pupil premium lead and a group of Learning Mentors to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funds can be identified within the school's budget.
- Consulting the pupil premium lead, Learning Mentors, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

5. Spending priorities

5.1. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

5.2. If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

6. Use of the LAC and PLAC premiums

6.1. Pupils complete diagnostic assessments at the start of the Autumn term, which The LAC premium is managed by the designated virtual school head (VSH).

6.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).

6.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

6.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.

6.5. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

6.6. The designated teacher will work with the VSH to ensure that all available funding is spent.

6.7. PLAC premium is allocated directly to the school.

6.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

6.9. The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine the best use of the funding.

6.10. The EEF's Families of Schools Database will be consulted to learn about effective practice in similar schools.

6.11. The school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

6.12. The school will choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their own emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

7. Potential interventions

7.1. The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age-related expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age-related expectations.

8. Use of the service pupil premium (SPP)

8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

8.2. The school will not combine the SPP with any other form of PPG.

8.3. SPP spending will be accounted for separately to any other form of PPG.

8.4. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.5. The school will not use SPP to subsidise routine school activities.

9. Accountability

9.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.

9.2. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

9.3. The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

10.1. The headteacher will report annually to the governing body and parents/carers regarding how effective PPG spending has been and what impact has been made.

10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the headteacher and the governing body.

10.3. The EEF's DIY Evaluation Guide will be used to measure the impact of our spending.

10.4. Information regarding PPG spending will be published on the school website.

10.5. For parents/carers of pupils in receipt of PPG, personal information will be communicated through meetings with Learning Mentors and class teachers or sent home in pupils' progress reports.

10.6. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

11.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.

11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.

11.6. The school may pay an additional cost for the brokerage service providing the reviewer.

11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form found in the appendices.

11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

12. Overpayments

12.1. The school will repay any overpayment of PPG by the LA.

13. Monitoring and review

13.1. The headteacher will be responsible for reviewing this policy annually, in partnership with school governors.

The scheduled review date for this policy is September 2026.