Pupil Premium Policy

Low Ash Primary School

Improving educational outcomes and removing barriers for disadvantaged pupils

Approved by	Governing Body
Approval date	[insert date]
Policy owner	Headteacher
Last reviewed	November 2026
Next review	Autumn 2027
Version	2.0

1. Purpose and policy statement

Pupil premium is additional government funding intended to improve educational outcomes for disadvantaged pupils. At Low Ash Primary School, it is used as part of a coherent, evidence-informed strategy to remove barriers, improve attainment and progress, strengthen attendance and participation, and ensure that disadvantaged pupils can access and succeed across the full life of the school.

Our approach is ambitious and equitable. Disadvantage is not treated as a proxy for low attainment or low potential. We use detailed knowledge of pupils, families, teaching and the local context to diagnose need, while avoiding assumptions or labels. Funding decisions are based on evidence, aligned with school improvement and reviewed for impact and value for money.

2. Eligibility and scope

The policy covers the school's use of pupil premium grant, including the deprivation element for pupils recorded as eligible for free school meals now or within the relevant Ever 6 period, pupil premium plus for looked-after and previously looked-after children, and service pupil premium. Eligibility and grant rates are determined annually by the Department for Education through the conditions of grant and technical note.

- Pupil premium is not a personal budget for an individual pupil and does not have to be spent only on pupils who attract the funding.
- Funding may support other pupils with identified needs, including pupils who have or have had a social worker, young carers, or groups and whole-class approaches that particularly benefit disadvantaged pupils.
- Looked-after children's pupil premium plus is managed by the local authority Virtual School Head and used in consultation with the school through the pupil's personal education plan.
- Previously looked-after children's funding is paid to the school; leaders will work with parents and carers while respecting confidentiality and the child's individual circumstances.

- Service pupil premium is primarily intended to provide pastoral support for eligible children from service families and should not be assumed to indicate financial disadvantage.

3. Statutory and accountability framework

- The school will comply with the current Department for Education pupil premium conditions of grant and use funding only for its permitted purpose and within the published menu of approaches.
- The school will use the Department for Education strategy statement template and publish an updated statement on its website by 31 December each academic year, including where the school has a multi-year strategy.
- The strategy statement will set out the school context, challenges, intended outcomes, planned activity, evidence used, budget and evaluation of the previous year.
- Financial records will clearly identify pupil premium income and expenditure. Evidence supporting decisions, monitoring and evaluation will be retained for assurance and audit.
- The policy provides the enduring principles for decision-making. The annually updated strategy statement provides the specific cohort information, identified challenges, allocation, activities, success criteria and evaluation.

4. Principles

1. High expectations: disadvantaged pupils are entitled to an excellent education and ambitious outcomes.
2. Diagnosis before activity: leaders identify specific strengths and barriers before selecting approaches.
3. High-quality teaching first: improving teaching is the most sustainable way to improve outcomes and reduce the need for additional support.
4. Evidence-informed decisions: approaches are selected using reliable external evidence alongside knowledge of Low Ash pupils and implementation feasibility.
5. Collective responsibility: improving outcomes for disadvantaged pupils is the responsibility of all leaders, teachers and support staff, not only the Pupil Premium Lead.
6. Equity rather than uniformity: provision is matched to need. Pupils attracting funding will not automatically receive the same intervention.
7. Implementation matters: intended approaches are planned, resourced, trained, monitored and adapted rather than simply purchased.
8. Impact and value: activity is continued, adapted or stopped according to evidence of benefit, opportunity cost and value for money.

5. Diagnosing need

The Pupil Premium Lead and relevant leaders will build a joined-up picture of need using quantitative and qualitative evidence. Diagnosis will consider patterns over time and variation between year groups, subjects and pupil groups, including the interaction between disadvantage and SEND, attendance, safeguarding, mobility, English as an additional language and prior attainment.

- attainment, progress and curriculum assessment, including foundational literacy and numeracy;
- attendance, persistent and severe absence, punctuality and barriers to attending school;
- behaviour, suspensions, participation, relationships, wellbeing and readiness to learn;
- access to enrichment, trips, clubs, residentials, music, sport and wider opportunities;
- pupil, parent and staff voice, classroom observation and work scrutiny;
- SEND, safeguarding and pastoral information where relevant and shared on a lawful, need-to-know basis;
- quality of teaching, curriculum access and the reliability with which agreed approaches are implemented.

Eligibility alone will not be used to infer a need, and leaders will not rely only on headline attainment gaps. Proposed activity must respond to a clearly identified, addressable barrier.

6. Approach to spending

Planned activity will align with the Department for Education menu of approaches and the Education Endowment Foundation tiered model. The balance will be determined by current diagnosis rather than fixed percentages.

Tier	Examples at Low Ash	Quality and implementation checks	Examples of impact measures
High-quality teaching	Evidence-informed professional development; instructional coaching and StepLab; adaptive teaching; strong phonics, reading, writing and mathematics teaching; curriculum and assessment development.	Clear active ingredients; trained staff; protected practice and coaching time; leaders check classroom implementation and pupil access.	Teaching quality; curriculum assessment; work quality; pupil participation; attainment and progress over time.
Targeted academic support	Structured, time-limited one-to-one or small-group tuition and interventions linked closely to classroom teaching, particularly in literacy, phonics and mathematics.	Entry criteria and baseline; trained delivery; sufficient frequency and duration; communication with class teachers; review and exit or escalation plan.	Progress against baseline; transfer to classroom learning; attendance at sessions; gap closure; successful exit.
Wider strategies	Attendance and family support; social and emotional support; transition; breakfast or practical help; removal of financial barriers to enrichment, equipment and participation.	Specific barrier and intended educational benefit; proportionate support; safeguarding and equality checks; coordination with wider services.	Attendance and punctuality; engagement; behaviour; participation; pupil and family voice; readiness to learn.

7. Selecting and approving activity

9. Define the challenge using Low Ash evidence and identify the pupils most affected.
10. Specify the outcome sought and how improvement will be measured.
11. Identify a plausible approach within the DfE menu and review reliable evidence, including EEF resources where applicable.
12. Assess fit, feasibility, staffing, workload, safeguarding, equality, sustainability and opportunity cost.
13. Define the active ingredients that must be present for the approach to work.
14. Allocate cost, accountable lead, implementation milestones, review dates and stopping or adaptation criteria.
15. Secure Headteacher and budget-holder approval, with governor scrutiny at the appropriate strategic level.

Expenditure that is weakly linked to educational outcomes, duplicates the school's core provision without an identified additional benefit, or cannot be implemented or evaluated credibly will not be approved simply because funding is available.

8. Roles and responsibilities

Role	Responsibilities
Governing Body	Approves this policy; appoints a link governor; scrutinises strategy, spending, implementation, impact and statutory publication; assures itself that decisions are evidence-informed and financially sound without tracking named pupils unnecessarily.
Headteacher	Holds overall accountability; ensures the strategy is integrated with the School Development Plan, staffing and budget; authorises significant changes; reports to governors.
Pupil Premium Lead	Leads diagnosis, strategy design, implementation planning, monitoring and annual evaluation; coordinates leaders; maintains the published statement; ensures pupil and parent perspectives inform decisions.
School Business Manager / finance lead	Confirms allocation, codes expenditure clearly, monitors commitments and actual spend, reports variances, supports assurance and prevents double funding.
Subject, phase, attendance, SEND and pastoral leaders	Contribute diagnosis and implementation; monitor access and impact in their areas; identify unintended consequences and recommend adaptation.
Teachers and support staff	Know relevant barriers and agreed approaches; deliver high-quality teaching and interventions faithfully; provide timely evidence of pupils' learning and participation; avoid lowering expectations.
Pupil Premium Link Governor	Meets the lead at least termly, tests the rationale and evidence, checks implementation and impact, and reports assurance and challenge to the Governing Body.
Designated Teacher and Virtual School Head	Coordinate use of pupil premium plus for looked-after children through the personal education plan and with regard to the current statutory framework.

9. Monitoring implementation and impact

Monitoring will distinguish between implementation and impact. Leaders will first establish whether the activity was delivered as intended, to the intended pupils and at sufficient quality. They will then evaluate whether outcomes improved and whether the activity made a credible contribution.

- Termly review through pupil progress, attendance and provision meetings, with more frequent checks for new or high-risk activity.
- Use of baselines, short- and medium-term indicators, success criteria and implementation milestones identified in the strategy.
- Triangulation of assessment, attendance, behaviour, work, observation and stakeholder voice rather than reliance on a single measure.
- Comparison over time and, where meaningful, with appropriate internal or national benchmarks, while recognising small-cohort volatility.
- Analysis of participation, reach and outcomes by relevant groups, including disadvantaged pupils with SEND and pupils at risk of persistent absence.

- Recording of adaptations and the rationale for continuing, scaling, changing or stopping activity.

Individual pupils and families will not be publicly identifiable. Governors will receive sufficiently detailed, aggregated information to provide challenge without breaching confidentiality.

10. Financial control and value for money

- Income, planned expenditure, commitments and actual expenditure will be monitored throughout the year and reconciled to the published strategy.
- Costs will include staffing, training, resources, licences, cover and other implementation requirements where relevant, so that the full cost is understood.
- Funding streams will not be double counted. Where an activity uses several budgets, the pupil premium contribution and intended additional benefit will be explicit.
- Procurement will follow the school's financial procedures and consider evidence, total cost, contract length, data protection, safeguarding and exit arrangements.
- Carry-forward, pooled funding or changes to allocation will be reported and managed in accordance with current DfE conditions and the school's financial framework.
- Value for money will consider outcomes, reach, quality, sustainability and reasonable alternatives, not simply whether the budget was fully spent.

11. Pupil premium plus and service pupil premium

Looked-after children

For a looked-after child, the Designated Teacher will work with the Virtual School Head and social worker to ensure pupil premium plus supports the outcomes and activity specified in the personal education plan. The school will provide timely evidence of need, proposed use and impact, and will follow local arrangements for approval and payment.

Previously looked-after children

For previously looked-after children, the school will use funding to respond sensitively to individual educational and pastoral needs. Parents and carers will be involved appropriately. The school will not publicly identify pupils or require disclosure beyond what is necessary to establish eligibility and plan support.

Service children

Service pupil premium will be used mainly for pastoral support in response to the distinctive impact of service life, such as mobility, deployment, separation or transition. Support will be based on need and may include transition planning, trusted-adult support, communication and continuity of learning.

12. Equality, safeguarding and information governance

Decisions will comply with safeguarding, SEND, equality and data protection duties. The school will consider reasonable adjustments and avoid practices that stigmatise pupils or disclose eligibility. Information about eligibility and support will be shared only with staff who need it to perform their role. Pupil and parent voice will be gathered in accessible and culturally responsive ways. Financial support for participation will be managed discreetly.

13. Publication, governance and review cycle

- Autumn term: refresh diagnosis; evaluate the previous year; confirm allocation and priority activity; consult relevant leaders, pupils, parents and governors.

- By 31 December: publish the updated DfE pupil premium strategy statement on the school website.
- Termly: review implementation, impact, spend and risks with senior leaders and the link governor; report material issues to the Governing Body.
- Summer term: review sustainability, staffing and likely priorities for the following year and ensure alignment with the School Development Plan.
- Annually: review this policy, and sooner if the conditions of grant, DfE guidance, school status or local arrangements change materially.

14. Complaints

Questions about the school's pupil premium strategy should be raised with the Pupil Premium Lead or Headteacher. Formal complaints will be considered through the school's published complaints procedure. Complaints about looked-after children's funding decisions may also involve the relevant Virtual School Head or local authority process.

Appendix 1: Termly assurance questions

- What specific barrier is each activity addressing, and what Low Ash evidence supports that diagnosis?
- Is the activity permitted by the current conditions of grant and aligned with the DfE menu of approaches?
- Are high-quality teaching and implementation quality at the centre of the strategy?
- Was the activity delivered to the intended pupils, at the planned frequency and quality?
- What early evidence shows benefit, no effect or unintended consequences?
- Are disadvantaged pupils with SEND, persistent absence or other overlapping needs accessing and benefiting equitably?
- What has been adapted or stopped, and why?
- Does expenditure reconcile with the budget and published strategy, and does it represent value for money?
- What do pupils and families say about access, belonging and the difference support is making?

Appendix 2: Key sources

- Department for Education, Pupil premium: allocations and conditions of grant 2026 to 2027.
- Department for Education, Pupil premium: overview and Using pupil premium: guidance for school leaders, updated August 2026.
- Department for Education, Pupil premium strategy statement template and primary example statement.
- Education Endowment Foundation, The EEF Guide to the Pupil Premium, 2026.
- Bradford Schools Online, Pupil Premium Grant information for 2026/27.