



PUPIL PREMIUM POLICY

Approval delegated to Head Teacher:	
Head Teacher	Sarah Bitcon
Chair of Governors	Approval delegated to the Head Teacher
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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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

The Academy Standards Committee of Orchard Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority is to ensure that we continue to support children to keep up with National Expectation.

As part of the additional provision made for pupils who belong to vulnerable groups (FSM, SEND, LAC, CinN, CP, FFD/Early Help, GRT), the governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through evaluation (Breaking Barriers document) and termly pupil progress monitoring.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school as legitimately identified as being socially disadvantaged.

4.1 Pupil premium

We may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work with experienced teachers/teaching assistants to address pupils' specific knowledge gaps.
- Pre-teaching activities provided by TAs.
- Targeting English and Maths teaching for pupils who are below age-related expectations.
- Targeting pupils who require additional help to reach age-related expectations.
- Allocating funds to enable pupils to participate in extra-curricular activities.
- Vocabulary interventions for pupils with poor oral language and communication skills.
- Support for pupils to access a range of offsite trips and experiences

4.2 Use of the LAC and PLAC Premiums (Looked After and Previously Looked After)

- The LAC premium is managed by the LA's designated virtual school head (VSH).
- The premium is used to benefit a pupil's educational needs as described in their PEP.

- To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
- The LAC premium is used to facilitate a wide range of educational support for LAC.
- The designated teacher and carers 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.
- The designated teacher works with the VSH to ensure that all available funding is spent.
- PLAC premium is allocated directly to the school.
- 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.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK.

4.2 Service pupil premium

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 because 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.

The school does not use the SPP to subsidise routine school activities.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January 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 FSM in the most recent January census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

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 Previously looked-after children

Pupils recorded in the most recent January 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 January 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 ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent January census.
- In receipt of a child pension from the Ministry of Defence because 1 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 making sure it is implemented across the school.
- Making sure 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 and service pupil premium spending to the Academy Standards Committee on an ongoing basis.

- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The Academy Standards Committee is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children.
- 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.

7. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the Academy Standards Committee.

8. Links with other policies

This policy is linked to:

- Looked After Children Policy.