

Presdales School



‘Achievement for All’

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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

Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2026 to 2027](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the educational outcomes of disadvantaged 5-16-year-olds and support students with parents in the armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

Use of the grant

We identify challenges to attainment using the school's termly tracking points, as well as through meetings with students to review their progress, their school experience and aspirations, and referrals from class teachers.

We value the voice of the child and our partnership with parents/carers and seek to take parent/carer's views and insights on the needs of their child into account.

Our use of the pupil premium aligns with the approaches included in the DfE's '[menu of approaches](#)'. We prioritise high quality teaching, targeted academic support, such as tutoring, and employ wider strategies to increase students' attendance and integration, confidence, aspirations and participation in the experiences and opportunities of the wider school community, including those activities which build students' cultural capital.

Our use of the pupil premium is informed by research evidence, including that found in the [guide published by the Education Endowment Foundation \(EEF\)](#), wider EEF research on Attendance interventions, Ofsted, HfL, which promotes and publishes best practice in other schools, the Bell Foundation's work on EAL, the DfE's guidance on improving attendance, tutoring and social and emotional learning, and Child Poverty Action Group's work on Turning the page on poverty.

Some examples of how the school may use the grant include, but are not limited to:

- providing Chromebook devices for students
- providing extra one-to-one or small-group support in-house or via our tuition partners
- funding resources for departments to equip and support students eligible for pupil premium
- individual support for students for extra-curricular, music tuition, enrichment activities and visits
- counselling and therapies

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.

Our pupil premium strategy statement is available [here](#).

Eligible students

The pupil premium is allocated to the school based on the number of eligible students in years 7-11, from the October census.

Eligible students fall into the categories explained below.

- **Ever 6 free school meals (Targeted FSM)**

Students recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6) where the household income is below the targeted threshold.

This also includes pupils with no recourse to public funds (NRPF).

- **Looked after children**

Students who are in the care of, or provided with accommodation by, a local authority in England.

- **Previously looked after children**

Students who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales

- **Service pupil premium (SPP)**

Students recorded in the most recent autumn 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)
- In receipt of a child pension under the Armed Forces Compensation Scheme or the War Pensions Scheme because one of their parents died while serving in the armed forces

Schools can spend their pupil premium on students who do not meet the eligibility criteria but need extra support. Examples would be students who:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Roles and responsibilities

- **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 students and supporting students 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 students 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 trust board 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 students and raising attainment

- **Trustees**

The Trust 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 students 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
- **Other school staff**
- All school staff are responsible for:
- Implementing this policy on a day-to-day basis
 - Setting high expectations for all students, including those eligible for the pupil premium
 - Identifying students 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

- **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
- 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 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.

Monitoring arrangements

This policy will be reviewed biennially by the AHT with responsibility for Pupil Premium. At every review, the policy will be shared with the Trust board.

Links with other policies

This policy is linked to:

- Behaviour Policy
- Charging and Remissions Policy
- Child Protection Policy
- Equality and Diversity Policy

- Financial Policies and procedures
- Mental Health and Wellbeing policy
- Teaching and Learning Strategy