



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Pupil Premium Policy

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1. Aims

This policy aims to:

- ✓ To improve the outcomes for all children who are socio-economically disadvantaged. This includes academic attainment and life experiences.
- ✓ **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 as we have high numbers of children who are in receipt of Pupil Premium Funding. (65% 2025)
- ✓ **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 2024 to 2025](#), 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](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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.

4. Use of the grant

How you identify challenges to attainment faced by eligible pupils

Using IDACI (The Income Deprivation Affecting Children Index) we are able to identify the amount of money that we receive as part of the Schools National Funding Formula (NFF.) We then allocate this funding to strategies in school that improve the outcomes for this group of children. We do this by supporting families with attendance and behaviour, addressing a child's social and emotional needs and providing a rich curriculum that will provide opportunities for children to develop their oral language.

➤ How we use our pupil premium funding aligned with the approaches included in the DfE's 'menu of approaches'

- ✓ We continually take opportunities to review and develop our curriculum so that we focus on building teacher knowledge and pedagogical expertise. This in turn improves pupil attainment.
- ✓ We support ECTs so they develop the skills to support children so they are successful academically and also to develop their subject knowledge and pedagogy.
- ✓ We provide early Years training so that we have high quality teaching taking place in EYFS. This has been a difficulty that we have experienced in the past.
- ✓ We provide full time Nursery education so that we are able to narrow the educational gap at the start of a child's educational journey.
- ✓ Senior Leaders have a Leadership Coach that supports the decision making for disadvantaged pupils.
- ✓ We have developed a trips and visits overview that exposes children to a wide range of experiences.
- ✓ We plan each visit so that language is developed and practiced.
- ✓ We use technology to support children's learning and to communicate effectively with parents.
- ✓ We provide breakfast either free or at a reduced rate as we know from research that *'An EEF impact evaluation of the Magic Breakfast programme in 2016 found that offering pupils in primary schools a free and nutritious meal before school can impact their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 12'*
- ✓ We support parents with their child's attendance using an Early Help offer.
- ✓ We buy two days from an experienced School Counsellor and also Educational Psychologists time to make sure that the educational or social and emotional needs of a child are met.
- ✓ We buy in data analysis support so that we are fully aware of the starting points and progress of our children in receipt of Pupil Premium.

Our spending strategy is informed by research evidence, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

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: www.newallgreen.manchester.sch.uk/page/allocation-20242025/151625

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception – Year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) 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 free school meals in the most recent October census.

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

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

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 all 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. Allocations will be provisionally based on the children looked after data return in March of the previous year, and then confirmed in December of the current year based on the children looked after data return in March of the current year.

5.3 Previously looked-after children

Pupils recorded in the most recent October 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 Ever 6 service children

Pupils recorded in the most recent October 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), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defense 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 ensuring it is implemented across the school
- Ensuring 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 spending to the governing 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 pupils and raising attainment

6.2 Governors

The Local Governing Board (LGB) is responsible for:

- › 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 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

6.3 CTT Trust Board

The Trustees in the CTT Trust Board are 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
- › Setting the school's ethos and values around supporting disadvantaged members of the school community

6.4 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

6.5 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.

7. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the LGB and Trustees.