

Pupil premium policy

St. Michael's Catholic Primary



Approved by:

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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

4.1 Pupil premium

The pupil premium is a Government initiative that targets extra money for pupils from deprived background, which research shows, under achieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. For children entitled to free school meals, children in

care, children of parents in the armed forces the school receives PP. The Government have used the number of Foundation 2 to Yr 6 pupils entitled to Free School Meals (FSM) as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for FSM over the last 6 years. In the federation we use the indicator of those eligible for FSM as our target children to “narrow the gap” regarding attainment and also support health and wellbeing. The Government are not dictating how schools should spend this money, but are CLEAR that schools will need to employ the strategies that they know will support their pupils to increase their attainment and to narrow the gap.” These can be found in our Pupil Premium Strategy, which is available on the school’s websites and from the office. Schools and governors are accountable for narrowing the gap, and school performance tables include new measures that show the attainment of pupils receive the pupil premium compared to their peers.

Research has shown that pupils from deprived backgrounds underachieve compared to their nondeprived peers. The Government has identified different groups of pupils eligible for the Pupil Premium Grant. These include pupils who have been entitled to free school meals at any point in the last 6 years (known as Ever 6 FSM) and looked after children. Funding is also provided for service children. The amount of money for each school is based on the number of pupils registered for FSM over a rolling 6 year period. The Pupil Premium rate per pupil for pupils in year groups reception to year 6 recorded as Ever FSM 6 £1,345 per eligible pupil. In addition to this, Looked After Children (calculated using the Children Looked After data returns) are allocated £2,345 and children whose parents are currently serving in the armed forces also qualify for a £310 premium. The grant is allocated for the educational benefit of the pupils registered at the school.

Key procedures for spending Pupil Premium funding

When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face.

At St. Michael’s we consider common barriers our pupils face such as: low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no ‘one size fits all’ approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and ‘close the gap’ with children from more affluent backgrounds.

The school assessment system is used to identify when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow.

The achievement of pupils receiving Pupil Premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made. Our pupil premium aligns with the approaches included in the DfE’s ‘menu of approaches’ (see the DfE’s [using pupil premium: guidance for school leaders](#)) by ensuring that our implemented strategies put high quality first teaching at the heart of our approaches used; include academic support strategies that make use of tutoring and precision group/1:1 interventions, including the effective deployment of teaching assistants to support high quality provision as well as wider strategies which support our pupils social, emotional and behavioural needs, support attendance and develop pupils access to extra-curricular activities, breakfast club, meal provision and strategies to support parents.

Each of the strategies implemented have been evidence based strategies supported by the education endowment foundation ([guide published by the Education Endowment Foundation EEF](#)) and wider evidence-based approaches, which is recorded and highlighted within the pupil premium strategy.

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:

<https://stmichaelscatholicprimary.co.uk/key-information/pupil-premium/>

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 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 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 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 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 ('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 October census
- In receipt of a child pension from the Ministry of Defence because one 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 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 governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure 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 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
- 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 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. 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 the funding 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 monitored by Sarah Reilly, the pupil premium lead.

It will be reviewed yearly by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.