

Abbots Hall Primary Academy



Pupil Premium Policy

Agreed by Governors:

February 2026

Signed: _____

Next Review Date:

February 2027

Version control

Date	Version no.	Key changes from previous version
3/2019	V1	Update to previous policy to incl PPG Passports, Meta-learning, Forest Schools and EHWB initiatives.
7/2/22	V2	Removal of PPG passports
1/24	V3	Adaptation of intervention information
2/26	V4	Updated sections in line with legislation and best practice guidance

Aims

At Abbots Hall Primary Academy, we have high aspirations and ambitions for all children and believe that no child should be left behind. We are committed to ensuring that disadvantaged pupils achieve as well as their peers, in line with the expectations of the Education Inspection Framework (EIF).

We recognise that disadvantage is not about ability or potential, and we reject any culture of low expectations. Pupil Premium funding represents a significant proportion of the school's budget, and this policy outlines how the academy ensures that funding is used effectively, transparently and in line with statutory guidance to improve outcomes for eligible pupils.

This policy operates alongside the academy's Pupil Premium Strategy Statement, which sets out a multi-year approach to raising achievement for disadvantaged pupils and is published on the school website in line with Department for Education (DfE) requirements.

Background

The Pupil Premium is a government initiative designed to provide additional funding to schools in order to improve educational outcomes for pupils who experience disadvantage.

Funding is allocated based on:

- Pupils eligible for Free School Meals (FSM) in the last six years (Ever 6 FSM)
- Looked After Children (LAC) and Previously Looked After Children (PLAC) (funded via the Virtual School Head)
- Service children (Service Pupil Premium)

The academy uses Pupil Premium funding to remove barriers to learning, improve attainment, attendance and wellbeing, and ensure equality of opportunity in line with the Equality Act 2010.

Context

When making decisions about the use of Pupil Premium funding, the academy carefully considers its specific context and the barriers faced by disadvantaged pupils.

These may include:

- Limited support at home
- Weak language and communication skills
- Social, emotional and mental health needs
- Attendance and punctuality issues
- Behavioural challenges
- Complex family circumstances

We recognise that disadvantage is not uniform and that there is no "one size fits all" approach. Support is therefore responsive, targeted and informed by evidence.

Key Principles

In line with the EEF Guide to the Pupil Premium, the academy prioritises high-quality teaching, targeted support and wider strategies to address barriers to learning.

Building Belief

We promote a culture where:

- All staff believe in the potential of every child
- High expectations are maintained for all pupils
- Underachievement is addressed through a solution-focused approach
- Pupils are supported to develop resilience, confidence and positive learning behaviours

Analysing Data

We ensure that:

- All staff contribute to the analysis of attainment, progress, attendance and behaviour data
- Senior leaders analyse key performance information termly
- Decisions about spending are informed by assessment evidence and educational research, including guidance from the Education Endowment Foundation (EEF)

Identification of Pupils

We ensure that:

- Teaching and support staff are involved in identifying disadvantaged pupils and their needs
- Staff are aware of which pupils are eligible for Pupil Premium funding
- Funding benefits all eligible pupils, not only those who are underachieving
- Support targets underachievement at all levels, including pupils with high prior attainment
- Provision is personalised to enable pupils to “do even better if...”

Improving Day-to-Day Teaching

The academy recognises that high-quality teaching has the greatest impact on pupil outcomes. We therefore:

- Set consistently high expectations
- Address within-school variation
- Ensure consistent implementation of agreed teaching practices
- Share effective practice and draw on external expertise where appropriate
- Provide high-quality professional development
- Strengthen assessment through moderation and collaboration

Increasing Learning Time

We maximise learning opportunities for disadvantaged pupils by:

- Promoting strong attendance and punctuality in line with DfE attendance guidance
- Providing early intervention, particularly in EYFS and KS1

Individualising Support

Additional support is carefully planned and evaluated by:

- Identifying individual barriers through pupil progress and inclusion meetings
- Ensuring regular communication between teachers and support staff

- Working with external agencies where appropriate
- Providing universal and targeted enrichment opportunities
- Offering structured support for parents and families, including through outside agencies
- Tailoring interventions to pupil needs while building on individual strengths

Monitoring and Evaluation

The academy ensures robust evaluation of Pupil Premium spending by:

- Using a wide range of evidence, including attainment data, attendance records, work scrutiny, observations, learning walks and pupil, parent and staff voice
- Collecting assessment data termly to monitor progress and impact
- Moderating assessments to ensure accuracy
- Reviewing progress at pupil progress meetings each term
- Adapting or discontinuing interventions that are not demonstrating impact
- Using case studies to evaluate the impact of pastoral and wider support
- Maintaining oversight of spending through a designated member of SLT
- Assigning a named governor responsibility for Pupil Premium

Reporting and Accountability

The academy complies fully with DfE Pupil Premium Grant conditions by publishing a Pupil Premium Strategy Statement on the school website using the DfE-required template.

The strategy statement will:

- Set out a multi-year approach
- Be reviewed and updated annually
- Clearly identify barriers to learning and intended outcomes
- Plan expenditure across quality of teaching, targeted support and wider strategies

The Governing Board will:

- Review the strategy annually
- Hold leaders to account for the effective use of funding
- Ensure statutory information is published in line with the School Information (England) Regulations

Equality and Inclusion

The academy is committed to ensuring that Pupil Premium funding is used to promote equality of opportunity, eliminate discrimination and support inclusion, in line with the Equality Act 2010.

Review

This policy will be reviewed annually to ensure ongoing compliance with statutory guidance and best practice.