

**Abbey Lane Primary School  
Pupil Premium Policy**



**January 2026**

## Pupil Premium Policy

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended impact of this funding is to accelerate progress, raise attainment and enrich the cultural capital of Pupil Premium children.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from these backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

At Abbey Lane Primary, we will be using the indicator of those eligible for the Pupil Premium funding, as well as identified vulnerable groups as our target children to 'narrow the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the Government.

The funding is provided to schools in addition to the main school funding grant; any additional costs will be paid from the existing school budget. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

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This policy incorporates the aims and values of the Abbey Lane Primary school vision, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances. At Abbey Lane, we recognise that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

### Aims

This policy aims:

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and provide intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on pupils' achievement and attainment.

### Our vision

At Abbey Lane, our vision is for all pupils to achieve their potential whatever their circumstances. As a school, we provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do through an engaging and rich curriculum. We are committed to narrowing the attainment gap between vulnerable pupils and the Pupil Premium forms a vital part of that process. We use this to ensure that resources are effectively deployed so that every child has an equal opportunity to succeed.

The children at Abbey Lane School are a pleasure to work with. Many of these children, who are eligible for Pupil Premium funding, stand out because of their perseverance, enthusiasm and good nature. On the whole these children impress staff and visitors alike with their good behaviour and respectful attitudes. We believe that good teaching is the most important lever to improve outcomes for disadvantaged pupils. Our staff are enthusiastic and determined to make sure that these learners are given the best opportunities to have the best possible outcomes at school, whilst supporting them to become a life-long learner.

### Context

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues
- Social, emotional, health and mental issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We develop a Learner Profile via Provision Map for each child in receipt of Pupil Premium identifying needs related to the child's individual needs.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

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#### Provision

At Abbey Lane, the range of provision the Governors consider making for this group could include:

- Quality First Teaching with high expectations set for all learners.
- Providing small group work with a teacher/teaching assistant focussed on overcoming gaps in learning
- 1:1 support
- Providing additional teaching and learning opportunities to recap prior knowledge or plug gaps
- Our work through the Pupil Premium will be aimed at accelerating progress, moving children to age-related expectations.
- Support these pupils from key transition points in school: FS2 to KS1; KS1 to LKS2; LKS2 to UKS2 and from primary to secondary.
- Offering support to pay for activities, educational visits and residential in order to improve social and life experiences of Pupil Premium children. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Guaranteeing children have SEMH support and nurture provision where necessary.

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

#### Roles and responsibilities

The Head teacher 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
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach
- 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 school's Pupil Premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

#### Governors

The governing board is responsible for:

- Holding the Head teacher 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 pupils eligible for the Pupil Premium, in conjunction with the Head teacher, 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 Head teacher 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 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

**Reporting**

It will be the responsibility of the Head teacher - alongside the Pupil Premium champion - to produce the DFE Pupil Premium Strategy template and to show on the school website. In addition, the Head teacher will produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- The Governors of the school will ensure that there is an annual Pupil Premium Strategy displayed on the website using the DFE guidance so parents (and the DFE) can see how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Pupil Premium champion: Tania Bryan

Governing Body: Pupil Premium named governor: Andrew Mumford