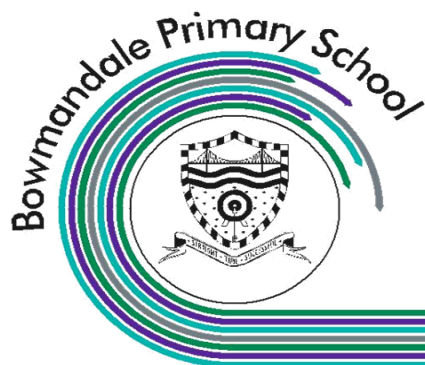




Straight... True... Successful

School Policy Document for Effective Pupil Premium Spending 2025/26

1. Introduction

This policy outlines the effective spending of Pupil Premium Funding at Bowmandale Primary School in order to support children who may be disadvantaged academically, socially or emotionally, to enable them to flourish and achieve their personal potential.

The implementation of this policy is the responsibility of all staff. The responsibility for monitoring and review rests with the Pupil Premium Co-ordinator.

2. Background

The Pupil Premium Grant (PPG) is allocated to schools and academies with pupils between Foundation Stage 2 and Year 11 who are on roll in the January of each year, whom are known to have been eligible for Free School Meals (FSM) at any time within the last six years (so-called Ever 6 Pupils). For 2025/26, £1515 is allocated to school budgets for each primary aged child recorded as Ever 6 Free School Meals (FSM) and £2630 is allocated to the school budget for children in the care of, or provided with accommodation by, the local authority, thus defined as Children Looked After (CLA). The same amount is also allocated to schools for children who were previously looked after (PCLA). £350 per child is allocated to schools for children in receipt of Service Pupil Premium Funding.

Schools have the freedom to spend the Pupil Premium Funding (which is additional to their underlying budget) in a way they believe will best support in raising the achievement of disadvantaged pupils in comparison with their non-disadvantaged peers within the school and nationally, **whatever their academic starting point and potential.**

3. Principles

The following targeted and strategic use of Pupil Premium Funding will support us in achieving our overall vision:

- A designated member of the Senior Leadership Team will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by other school staff members (e.g. any staff member with a subject leader role or the SENCO)
- We will ensure that all children have access to a rich, broad and balanced curriculum and that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure Quality First Teaching (QFT) throughout the school
- We will ensure that **all** children have equal access to (and are actively encouraged to access) wider school opportunities including inspire afternoons, extra-curricular clubs, wider school responsibilities such as buddies, sports leaders or digital ambassadors, in addition to opportunities for participation in community and sporting events across the county

- We will ensure that our curriculum and learning environment offers equal academic, technical or vocational expectations for all pupils. For children for whom this is not practically possible, we will ensure that the curriculum is appropriately challenging and fully meets the needs of socially disadvantaged children
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the additional funding
- While much of our work via the Pupil Premium Funding will be aimed at accelerating progress to enable children to achieve their potential, we recognise that a huge priority for many of our vulnerable children is to provide appropriate pastoral support in order to raise aspirations by building self-esteem, supporting emotional wellbeing, boosting attendance and developing social skills and awareness. We therefore use a large proportion of our Pupil Premium Funding to employ specialised staff (Learning Mentor/ Mental Health Champion) who are able to deliver bespoke pastoral interventions
- A proportion of the Pupil Premium Funding will be allocated to TA provision in order to enable children to achieve their academic and personal potential
- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- We constantly monitor the effectiveness of strategies used and review provision in light of tracking data, intervention baseline assessments and other evidence (e.g. behaviour tracking, Pupil Progress Meetings, attendance data, concerns raised by staff or families, Education Endowment Foundation or government research)
- We endeavour to involve all appropriate stakeholders (including members of the staff team, the Governing Body, children and their families) in reviewing strategies and evaluating their outcomes
- We seek Pupil Voice through a questionnaire on an annual basis, and through interviews at other times, to ensure that, critically, we are responding to the needs, wishes and feelings of all children to provide the best level of care and support

4. Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings when assessing which approaches or interventions will be appropriate for particular children:

Group	Examples
1 Family Engagement	• Inclusion Team • Learning Mentor • Early Help Plan • Class Teacher • Curriculum workshops or coffee mornings
2 Attendance	• Learning Mentor • Inclusion Team • Headteacher
3 Engagement in Learning and widening experiences	• Educational visits, including residential trips • Visitors to enhance, enrich and engage learning

	• Inspire Afternoons/ mornings • Opportunities for wider school engagement by becoming a buddy, digital ambassador or House Captain/Leader • Lifestyle initiatives (e.g. Skip 4 Life, Healthy Me) • Lunchtime initiatives and equipment (Play Leader, lunchtime supervisors and sports ambassadors) • Development of outdoor provision • Staffing of after-school clubs • Outdoor classroom to facilitate outdoor quiet activities • Gravity emotional wellbeing workshops for identified children
4 Accelerated Progress	• Small group work with an experienced teacher or TA, focused on overcoming academic gaps • Additional staffing in specific targeted year groups to provide smaller class sizes • Additional small group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities) • Targeted teaching strategies including pre-teaching and consolidation of classroom learning
5 Pupils as enablers	• Mentoring opportunities for pupils (e.g. class experts, peer mentors, reading buddies, playground buddies, house captains, wellbeing ambassadors) • School Council to enable children to share views about pertinent issues

5. Reporting

It will be the responsibility of the Pupil Premium Co-ordinator to produce Pupil Premium reports for the Governing Body, including the following:

- An account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils and all children, in addition to historical data for a specific cohort)
- An outline of any changes to provision that have been made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium Funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium Funding has been used to address the issue of 'closing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the strategy statement on the school website.

6. The Role of the Pupil Premium Co-ordinator is to:

- Ensure that staff have identified disadvantaged children within their own classes and the school
- Support colleagues in planning, delivering and assessing intervention programmes for disadvantaged children
- Renew, update and oversee the audit of resources needed to deliver the interventions, clubs and curriculum
- Monitor and evaluate the quality of provision for disadvantaged children
- Develop assessments and record keeping, ensuring progression and continuity for disadvantaged children
- To create a Strategy Plan, ensure its implementation and report to the Headteacher and Governors on its progress
- To ensure the Strategy Plan is published on the school's website and reviewed at least once a year
- Keep abreast of developments and latest thinking for Narrowing the Gap and supporting disadvantaged children within the school

7. Roles and Responsibilities of Teaching and Support Staff

We expect all members of our school community to be committed to raising standards and aspirations for all of our pupils. Through Performance Management, the Senior Leadership Team will make sure that narrowing the gap is a key priority area for the school.

This will be achieved by:

- Maintaining the highest expectations of all children and not equating disadvantage of circumstance with 'low achievement'
- Promoting an inclusive and collaborative ethos which enables all children to thrive
- Planning and delivering sequences of lessons to a high standard and supporting the acceleration of learning so that gaps can be narrowed and improvements maintained
- Providing inclusive, adapted teaching and resources to support all children, but especially those children who are in danger of falling behind, or to prevent the achievement gap widening
- Keeping up-to-date with teaching strategies and research, which have a proven track record in narrowing achievement gaps.
- Engaging with training or professional development opportunities to enable them to implement successful strategies to accelerate progress or promote emotional wellbeing
- Engaging with whole school wellbeing initiatives and target support programmes aimed at improving emotional wellbeing for all children

Review Date Autumn 2026