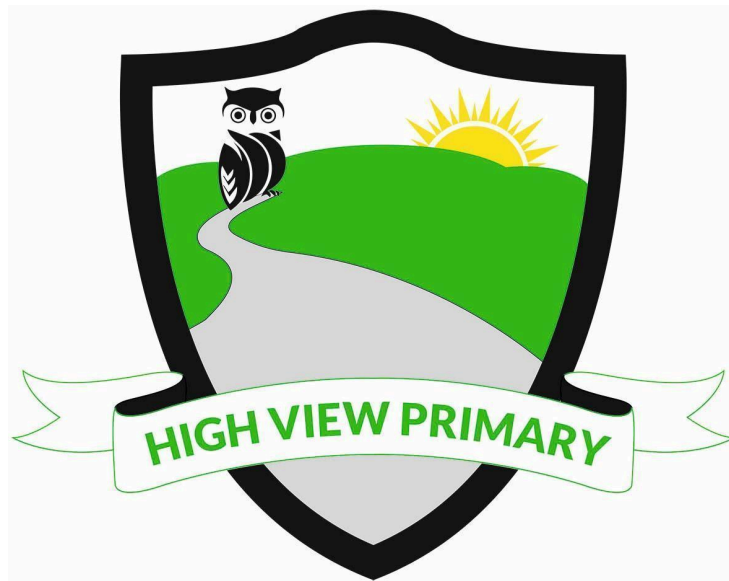

High View Primary School



Opportunities to Thrive

Pupil Premium Policy

Autumn Term 2025

Date of review: Autumn 2027

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Introduction

At High View Primary School, we believe that every child deserves the opportunity to thrive, regardless of their background or starting point. We are committed to breaking down barriers to learning and ensuring that socio-economic disadvantage does not limit achievement, progress, or future life chances.

We recognise that not all disadvantaged pupils are underachieving, while some pupils not eligible for Pupil Premium may face barriers to learning. Our approach is therefore inclusive and responsive: targeted to need, rooted in high expectations, and designed to ensure equity of opportunity.

1. Aims

This policy aims to:

- Provide clarity on the purpose of the Pupil Premium grant and who is eligible.
- Explain how funding will be allocated in line with evidence-based practice.
- Outline roles and responsibilities for ensuring effective use of the grant.
- Set out how the school will monitor and evaluate the impact of Pupil Premium spending.

2. Legislation and guidance

This policy is based on the Pupil Premium conditions of grant (DfE) and the DfE guidance on effective Pupil Premium use. It also draws on evidence from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit and statutory expectations for schools to publish a 3-year Pupil Premium strategy statement.

3. Purpose of the grant

The Pupil Premium is additional funding to:

- Raise the attainment and progress of disadvantaged pupils.
- Close gaps between disadvantaged pupils and their peers.
- Support children whose parents are in the armed forces.

Funding is used to address academic, social, emotional, and wider barriers so that every child can flourish and achieve their full potential.

4. Eligible pupils

The school receives Pupil Premium funding for pupils in Reception to Year 6 who are:

- **Ever 6 Free School Meals** – eligible for free school meals at any point in the last six years. It does not include pupils who received universal infant or junior free school meals but would not have otherwise received free lunches.
- **Looked After Children** – in the care of a local authority.
- **Post-Looked After Children** – adopted or subject to a guardianship/child arrangements order.
- **Ever 6 Service Children** – with a parent in the armed forces at any point in the last six years, or in receipt of a service pension.

5. Barriers to Learning in our Context

Disadvantaged pupils at High View may face one or more of the following challenges:

- Lower levels of language and communication on entry.
- Reduced access to enrichment, books, and cultural experiences.
- Attendance and punctuality issues.
- Social, emotional and mental health needs.
- Limited access to resources for home learning.

Our strategy seeks to address these barriers through high-quality teaching, targeted support, and wider opportunities.

6. Use of the Grant

Decisions on how to spend Pupil Premium are informed by:

- Termly progress reviews.
- School self-evaluation and improvement priorities.
- National and EEF evidence of effective practice.

Key principles:

1. **High-Quality Teaching First** – prioritising professional development, strong curriculum delivery, and effective feedback.
2. **Targeted Academic Support** – small-group interventions, tutoring, and structured support based on assessment.
3. **Wider Strategies** – addressing non-academic barriers such as attendance, wellbeing, enrichment, and family engagement.

Examples of funded activity:

- Phonics and reading interventions.
- Structured small-group or one-to-one tuition.
- Deployment and training of teaching assistants.
- Subsidised educational visits, music tuition, and enrichment clubs.
- Free milk, uniform subsidy, and access to learning resources.
- Parent workshops and family engagement programmes.
- Wellbeing and emotional support.

7. Roles and responsibilities

Headteacher and Senior Leadership Team

- Maintain oversight of Pupil Premium strategy and spending.
- Ensure all staff understand their responsibility for disadvantaged pupils.
- Monitor pupil progress and evaluate impact termly.
- Report to governors on use and impact of funding.

Governors

- Hold leaders to account for the effectiveness of Pupil Premium use.
- Ensure spending decisions are evidence-based and represent good value for money.
- Undertake training to interpret data and challenge effectively.
- Review and approve the published 3-year strategy statement.

Class Teachers

- Take responsibility for the progress of disadvantaged pupils in their class.
- Implement strategies and interventions agreed at pupil progress meetings.
- Contribute to reviewing and refining approaches.

All Staff

- Set high expectations for disadvantaged pupils.
- Share best practice and insights into effective provision.
- Identify pupils whose attainment is not improving and escalate concerns.

9. Monitoring Arrangements

- The Inclusion Leader will review the policy bi-annually.
- The impact of spending will be evaluated each term using:
 - Attainment and progress data.
 - Attendance and behaviour records.
 - Pupil and parent voice.
 - Participation in enrichment and wider opportunities.
- Findings will inform the annual update of the published Pupil Premium strategy.