



# **MARTIN PRIMARY SCHOOL**

## **Pupil Premium Policy**

**Date updated: Autumn 2025  
Reviewed: Annually**

## Statement of intent

At Martin Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

The PPG was created to provide funding for three key areas:

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- providing funding for Looked After Children (LAC) and previously LAC (PLAC)
- supporting pupils with parents in the armed forces.

This Policy outlines the amount of funding available and the procedures for ensuring the funding is allocated correctly. The Pupil Premium Strategy outlines how the money is used.

### 1. Legal framework

This Policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- ESFA (2024) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2023) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2023) 'Pupil premium: conditions of grant 2023 to 2024'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'
- DfE (2024) 'Pupil premium'

This policy operates in conjunction with the following school policies and documents:

- Equality Policy
- LAC Policy
- Pupil Premium Statement
- School Improvement Plan

### Links to the UN Convention on the Rights of the Child

#### Article 3

All adults should do what is best for the children.

#### Article 29

Children's education should help them fully develop their personalities, talents and abilities.

## 2. PPG allocation rates

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
  - One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census in the past six years
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the financial year 2024 to 2025, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,515
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,630
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£2,630
Service children	Grant amount per pupil
Any pupil in Reception to Year 6 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

## 3. Objectives

The school's objectives are:

- to provide additional educational support to raise the achievement of pupils in receipt of the PPG
- to narrow the gap between the educational achievement of these pupils and their peers
- to address underlying inequalities, as far as possible, between pupils
- to ensure that the PPG reaches the pupils who need it most
- to make a significant impact on the education and lives of these pupils
- to work in partnership with the parents of pupils to collectively ensure pupils' success.

#### **4. How PPG can be spent**

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- for the benefit of pupils registered at the school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities, i.e. services whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

#### **5. Our long-term strategy for success**

5.1 We maximise use of the PPG by:

- assigning a Pupil Premium Lead to champion the educational needs of PPG recipients and ensure the implementation of this policy; our Pupil Premium Lead is Shona Glackin
- ensuring PPG funding and spending can be identified within the school's budget
- consulting the Pupil Premium Lead, governors and staff when deciding how funds are spent
- assessing the individual provisions required for each pupil in receipt of the PPG.

The school will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school will consult the EEF's Families of Schools Database to learn about effective practice in similar schools. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

5.2 We focus on approaches that:

- are individually tailored to the strengths and needs of each pupil
- are consistent (based on agreed core principles and components), but also flexible and responsive

- are evidence-based
- are focussed on clear short-term goals providing opportunities for pupils to experience success
- include regular, high-quality feedback from staff
- engage parents in the agreement and evaluation of support arrangements
- support pupil transition through the stages of education (e.g. from primary to secondary)
- raise aspirations through access to high-quality educational experiences
- promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

5.3 We choose approaches that emphasise:

- relationship-building, both with appropriate adults and with their peers
- an emotionally intelligent approach to the setting of clear behaviour boundaries
- increasing pupils' understanding of their emotions and identity
- positive reinforcement
- building self-esteem
- relevance to the learner – the approach relates to pupils' interests and makes success matter to them
- a joined-up approach involving the pupil's social worker, carer, Virtual School Headteacher (VSH), and other relevant professionals
- a child-centred approach to assessment for learning.

## **6 Use of the LAC and PLAC premiums**

- The LAC premium is managed by the LA's designated Virtual School Headteacher (VSH).
- The premium is used to benefit a pupil's educational needs as described in their PEP.
- To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- The LAC premium is used to facilitate a wide range of educational support for LAC.
- The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
- The designated teacher works with the VSH to ensure that all available funding is spent.
- PLAC premium is allocated directly to the school.
- LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **7 Use of the service pupil premium (SPP)**

The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment. The school does not combine the SPP with any other form of PPG and SPP spending is accounted for separately to any other form of PPG.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- they have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point in the last six years (known as the 'Ever 6 service child measure')

- they have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- they have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school may use the SPP for:

- providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- improving the means of communication between the pupil and their deployed parent(s)
- helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return
- funding staff hours spent assisting the pupil when they join a new school as a result of a new posting
- school trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

## **8 Accountability**

- Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.
- **Termly visits are carried out with the link PP Governor during which practice is reviewed using child case studies.**
- Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.
- The school publishes this Policy and its Pupil Premium Strategy on the school website.
- The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

## **9 Reporting**

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the Headteacher and the Governing Body.