MARTIN PRIMARY SCHOOL

Pupil Premium Policy

Date updated: Autumn 2026
To be reviewed again after
guidance on new legislation becomes available

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
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- DfE 'Pupil premium: overview'
- DfE 'Using pupil premium: guidance for school leaders'
- DfE 'Pupil premium: conditions of grant for the 2025 to 2026 financial year'
- DfE 'Promoting the education of looked-after children and previously looked-after children'
- DfE 'Maintained schools governance guide'
- Early years pupil premium: guide for local authorities
- Early years entitlements: local authority funding operational guide 2025 to 2026
- Education Endowment Foundation (EEF) 'The EEF Guide to the Pupil Premium'
- Education Endowment Foundation (EEF) 'The EEF Guide to the Early Years Pupil Premium'
- DfE (2023) 'What maintained schools must publish online'

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

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

2. 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.

3. Roles and responsibilities

The Governing Body is responsible for:

- ensuring the effectiveness of this policy
- ensuring the school meets its statutory duties with regards to the use of the PPG
- maintaining robust oversight of the school's financial affairs
- liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP
- scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- ensuring the day-to-day implementation of this policy
- appointing an appropriately experienced and knowledgeable pupil premium lead at the school
- liaising with the Governing Body to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP
- working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy
- ensuring the school publishes its Pupil Premium Impact Statement, as required
- ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required
- ensuring the school census is completed accurately
- ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- undertaking the day-to-day implementation of this policy
- ensuring the school spends its PPG funding to provide support to all eligible pupils
- working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement
- liaising with parents regarding any questions or concerns about the PPG
- monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis
- working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school
- in combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

4. 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 2026 to 2027, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,550
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,690
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	£2,690
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	£360

5. 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.

6. 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 that meet the funding criteria
- for the benefit of pupils registered at other maintained schools or academies that meet the funding criteria, e.g. when hosting summer schools
- 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. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

7. 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
- support the quality of teaching, including staff professional development
- tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

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. Early years pupil premium (EYPP)

The school understands that, similar to the pupil premium grant, the purpose of EYPP is to improve the educational outcomes of socio-economically disadvantaged children who are eligible for free early years entitlements in an early years setting.

The school is aware that all early years providers who provide early years entitlements provision to children eligible for EYPP are eligible to receive the EYPP.

8.1 Eligibility

Children will be eligible for EYPP if they receive at least one hour of free early years entitlements provision and their parent or carer meet any of the following criteria:

- Their family gets one of the following:
  - Income Support
  - Income-based Jobseeker's Allowance
  - Income-related Employment and Support Allowance.

  - Support under part 6 of the Immigration and Asylum Act 1999
  - The guaranteed element of Pension Credit
  - Child Tax Credit
  - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for working tax credit
  - Universal Credit.
- They are currently being looked after by an LA in England or Wales.
- They have left care in England or Wales through:
  - An adoption order.
  - A special guardianship order.
  - A child arrangements order.

If a child qualifies for EYPP under more than one set of criteria, they will only attract the funding once.

EYPP will only be payable for the first 15 hours used by children taking up the eligible working parents' entitlements for 3 and 4-year-olds and 2-year-olds and under. The EYPP will not be payable on the additional 15 hours for these entitlements.

8.2 Identifying eligible children

The school is aware that it is ultimately responsible for identifying eligible children so that the LA can provide the appropriate funding.

To ensure appropriate funding is sought, the school will speak with parents of all children aged 9 months to 4 years taking up one of the entitlements, to find out who is eligible for EYPP funding.

Where appropriate, the school will refer to the DfE's parental declaration form, which includes a section on parental consent for early years settings and LAs to check eligibility for EYPP.

The school is aware, that it is the responsibility of the LA's virtual school head (VSH) to identify children eligible for EYPP who are currently in LA care.

8.3 Eligibility checking

The school understands that it is the LAs responsibility to check EYPP eligibility when they are informed, either by a parent or the school, that a child may be eligible.

The school is aware that an EYPP eligibility check should not be made more than a term in advance of the child taking up their free entitlement in case the family's circumstances change. Once a child becomes eligible for EYPP, that child will remain eligible while they are taking up the early years entitlements.

The school is aware that, once the child enters Reception, they will no longer be eligible for the EYPP but may become eligible for the pupil premium. Eligibility for EYPP does not automatically lead to eligibility for pupil premium when the child starts school.

8.4 Using EYPP funding

The school will ensure EYPP funding is used, alongside any other available funding streams, to improve educational outcomes for disadvantaged children by spending

on activities, staff training and resources that specifically impact educational outcomes for disadvantaged children.

The school will plan EYPP spending based on consideration of well-evidenced approaches such as professional development for staff, which may benefit all children while providing the greatest benefit to disadvantaged children.

The school will ensure that it spends EYPP funding in full within the academic year for which it has been allocated.

When planning EYPP spending, the school will refer to the recommended approaches set out by the DfE and the Education Endowment Foundation (EEF) Guide, by taking a **balanced approach** to:

- **develop quality practice** – e.g. by developing the quality of practice through effective professional development
- **tailor personalised support** – e.g. by purchasing robust assessment tools and offering personalised support
- **lead, plan and sustain a strategy** – e.g. by taking time to plan monitor and sustain programmes and initiatives, as well as accessing additional support or working with other settings.

8.5 EYPP Accountability

The school is aware that, during an inspection, Ofsted will evaluate the quality of provision and consider:

- how effective the setting is at identifying children eligible for funding for disadvantage
- the decisions that leaders take about supporting those children's needs
- how well children are supported
- the impact on disadvantaged children.

The school understands that Ofsted will use its inspection methodology to have discussions with leaders, staff and parents about what it is like at the school for children eligible for EYPP.

During times where there may not be any children in the early years who are in receipt of EYPP, the school understands that Ofsted may want to know why this is.

9. Accountability

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.

10. 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.

11. Overpayments

Where the school identifies that it may have been overpaid, it will contact the DFE as soon as possible to arrange repayment of the excess. The school will comply with any written request from the DFE seeking to recover the excess in the event of an overpayment identified by the DFE.