Pendle
Education Trust

West Craven High School

Policy/Procedure/Guideline:	**Pupil premium policy**
Senior Manager Responsible:	A Smith - Deputy Principal
Approval:	Principal
Review date:	Annually

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2026 to 2027 and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

Service pupil premium will not be combined with pupil premium funding, and spending of each premium will be accounted for separately.

4. Use of the grant

4.1 Pupil premium

The school will use pupil premium funding to address specific challenges disadvantaged pupils face, through:

- High-quality teaching
- Targeted academic support

- Wider strategies to help pupils to attend, belong and succeed

Pupil premium is not a personal budget for individual pupils. The school may spend the pupil premium grant to benefit:

- Eligible pupils registered at our school
- Pupils who meet the funding criteria and who are registered at other state-funded schools – e.g. when hosting summer schools which welcome pupils from other schools

Where appropriate, the school may also use pupil premium funding to:

- Support non-eligible pupils with other identified needs, such as those who:
    - Have or have had a social worker
    - Are carers
    - The school believes to be economically disadvantaged but who have not been identified as eligible for the pupil premium
- Deliver whole-class interventions which will also benefit non-disadvantaged pupils
- Our use of pupil premium is based on a clear understanding of the barriers to attainment experienced by eligible pupils. We identify these challenges through analysis of attainment and progress data, attendance and behaviour information, pastoral records, teacher assessment and feedback, and discussions with pupils, parents and staff. This helps us to identify individual and whole-school barriers, rather than assuming that disadvantage is the same for all pupils.
- Our spending strategy is aligned with the Department for Education's *Using Pupil Premium: Guidance for School Leaders* and its menu of approaches. We prioritise high-quality teaching, targeted academic support and wider strategies that address barriers such as attendance, engagement, behaviour, wellbeing and access to enrichment. Where appropriate, provision is tailored to individual pupils and reviewed regularly to ensure that funding is having a positive impact.
- Decisions are informed by research evidence and recognised best practice. We draw particularly on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit and its guidance reports, alongside relevant DfE guidance and evidence from school-based evaluation. We consider the strength and relevance of the evidence, the needs of our pupils and the feasibility of implementation before committing funding. The impact of interventions is monitored through progress, attainment, attendance and pastoral indicators, allowing us to adapt or discontinue approaches that are not demonstrating sufficient impact.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the template on GOV.UK.

Our pupil premium strategy statement is available here: West Craven High School - Policies and Procedures

4.2 Service pupil premium

The service pupil premium will be spent in response to the specific needs of service children at the school – it will not be used to subsidise routine school activity.

We identify the specific needs of service children through regular communication with pupils, parents and carers, alongside information from school staff and, where appropriate, the Service Children in Education (SCiP) community. We consider the potential impact of parental deployment, mobility, separation, transition between schools and the wider emotional and social challenges associated with service life.

Our use of the Service Pupil Premium is therefore tailored to the needs identified within our school. Funding may support pastoral and emotional wellbeing provision, targeted academic support, transition activities,

opportunities to build resilience and peer relationships, and activities that promote a strong sense of belonging.

We monitor attendance, attainment, progress, wellbeing and engagement to evaluate the impact of provision. This information, together with feedback from service children and their families, informs our annual review and helps us adapt our approach so that Service Pupil Premium is used effectively to support the educational and wider needs of service children.

The school will use the service pupil premium to:

- Offer pastoral support and counselling during challenging times for service children
- Help mitigate the negative effects on service children of family mobility and separation
- Help pupils improve communication with a deployed parent
- Support pupils to maintain positive communication and relationships with a deployed parent.
- Provide targeted support for emotional wellbeing, resilience and self-esteem.
- Support smooth transitions when pupils join or leave the school due to service-related mobility.
- Provide opportunities for service children to build friendships, develop peer support networks and feel a strong sense of belonging.
- Offer enrichment and activities that promote social and emotional development and help children manage the challenges associated with service life.
- Monitor the progress, attendance, wellbeing and engagement of service children and provide additional support where specific needs are identified.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 7 - 11

Eligible pupils fall into the categories explained below.

5.1 Pupils eligible for 'targeted' free school meals and 'ever 6'

From the 2026/27 academic year, all pupils in households that receive Universal Credit are eligible for free school meals (FSM) under the government's expanded FSM programme. As a result, there are now 2 categories of benefits-based FSM:

- Targeted: for pupils whose household income is less than £7,400 – the same income threshold as before the expansion
- Expanded: for pupils whose household income is £7,400 or more

Pupils who qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium.

Pupils in reception, year 1 and year 2 who receive universal infant free school meals (UIFSM) **and** qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium (though we still encourage them to apply for benefits-based FSM).

We will recheck pupils' eligibility annually.

Ever 6 FSM cohort

Pupils are eligible for the pupil premium if they have been eligible for targeted FSM (or FSM before the 2026/27 academic year) at any point in the past 6 years – these pupils are known as being part of the 'ever 6 FSM cohort'.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for more than 24 hours.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Service children

A pupil attracts the service pupil premium if they meet any of the following criteria:

- They have a parent serving in the regular armed forces (this includes pupils with a parent who is on full commitment as part of the full-time reserve service) and they have been registered as a 'service child' in the most recent October census
- They have a parent serving in the armed forces of another nation and is stationed in England, and they have been registered as a 'service child' in the most recent October DfE school census
- They have been registered as a 'service child' on any DfE school census at any point in the past 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- They are in receipt of a child pension from the Ministry of Defense because 1 of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Spending pupil premium in line with the conditions of grant for each financial year and the DfE's 'menu of approaches
- 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 and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the template on GOV.UK



- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure 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 headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher 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

6.3 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be monitored by Deputy Principal

It will be reviewed annually by the principal. At every review, the policy will be shared with the local academy council

8. Links with other policies

This policy is linked to:

- Designated teacher for looked-after and previously looked-after children policy
- Looked-after children and previously looked-after children policy
- Pupil mental health and wellbeing policy