Avondale Primary School

Pupil Premium Policy

This policy was reviewed by: Karen Morgan
This policy was adopted by the Governing Body in September 2026
It will be reviewed September 2027

"For learning, smiling and remembering"

1. Aims

This policy aims to:

- provide background information about the pupil premium grant so all members of the school community at Avondale understand its purpose and which pupils are eligible
- set out how we will make decisions on pupil premium spending
- summarise the roles and responsibilities of those involved in managing the pupil premium at Avondale

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.

Avondale 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

Avondale 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. 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

Key procedures for spending Pupil Premium funding:

When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face. Common barriers can be low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties, and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and 'close the gap' with children from more affluent backgrounds. The schools tracking system is used to identify when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow. The achievement of pupils receiving Pupil Premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made.

- Avondale's spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF)

How the school will ensure effective use of the Pupil Premium

High-quality teaching:

We continue to ensure that all children across the school receive high quality teaching by using outstanding practitioners to:

- set high expectations, raise aspirations and develop a climate where children love the challenge of learning and are resilient to failure.
- ensure consistent application of policies eg. writing, marking.
- share good practice and support professional development.
- improve assessment by joint levelling and moderation.
- understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.
- systematically focus on giving children clear, useful feedback about their work, and ways that they can improve.
- concentrating on the core areas of English and Maths to break down the main barriers to accessing the full curriculum. Children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later.
- providing earlier intervention

Targeted Academic Support

We regularly seek to further develop strategies and interventions which can improve the progress and attainment of all Pupil Premium children. Examples of the range of provision we put in place include;

- providing personalised, small group support in reading and writing with an experienced member of staff to focus on overcoming barriers to learning.
- focused 'Narrowing the Gap' support – including Phonics, Pre-teaching Vocabulary, inference, Maths and English booster

Wider strategies to help pupils to attend, belong and succeed

- providing family support for those PP children and their families who are disengaging with school
- raising aspirations amongst pupils so that their behaviour is appropriate for learning
- identifying children with behavioural needs and appropriate provision and support sourced
- the cost of board and lodgings on weekday residential trips
- encouraging and supporting PP children to participate in additional cultural capital experiences by offering a wide range of high-quality extra-curricular activities.

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:
https://www.avondaleschool.co.uk/

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.

Briefly explain how you make decisions on how to use the service pupil premium in your school, e.g. how you identify the specific needs of service children at your school.

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

5. Eligible pupils

The pupil premium is allocated to school based on the number of eligible pupils in between reception and year 6.

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 DfE school 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 Defence because 1 of their parents died while serving in the armed forces

The Pupil Premium rate per pupil for pupils in year groups reception to year 6 recorded as Ever FSM 6 is £1550 per eligible pupil. In addition to this, Looked After Children (LAC) and Post-Looked After Children (PLAC) are allocated £2,690 and children whose parents are currently serving in the armed forces qualify for a £360 premium.

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

Iain Schofield is the link governor for pupil premium

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 the pupil premium lead, Karen Morgan.

It will be reviewed annually by the pupil premium lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Looked-after children and previously looked-after children policy