



Pupil Premium Policy 2025/26

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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 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

3. Purpose of the grant

The Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of underserved learners and support pupils with parents in the armed forces in order to enhance belonging within the school community.

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.

All members of staff, Trustees and Support Staff accept responsibility for the students targeted by Pupil Premium funding and are committed to meeting their pastoral, social and academic needs within the Katherine Warington School environment. Katherine Warington School is committed to diminishing the difference for these students and the use of the Pupil Premium will form a vital part of that process.

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.

4. Use of the grant

Our approach to spending the PPG is in-line with the 3-tiered approach described in the Education Endowment Foundation (EEF) guide. We ensure that decisions around PPG spending are focused on:

- Supporting the quality of teaching, such as staff professional development;
- Providing targeted academic support, such as tutoring; and
- Tackling non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support.

When making decisions about how to spend the PPG, we will also:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Free School Meals (FSM) by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school and board of trustees.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Evaluate the emerging needs and issues surrounding Pupil Premium.
- Consider intersectionalities that may impact a Pupil Premium pupil.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group targeted interventions
- Employing extra teaching assistants/support staff
- Attendance initiatives
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits
- Funding aspirational opportunities such as university outreach courses and guest speakers
- Professional development and research based approaches for teaching staff

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 DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available [here](#).

4. 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 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a Local Authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous academic year, and then confirmed in December of the current academic year.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

5.4 Service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one 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:

- Appointing a pupil premium lead on the senior leadership team
- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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
- 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 spending to the board of trustees 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 templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Trustees

The Board of Trustees are responsible for:

- Appointing a Pupil Premium link trustee
- Holding the headteacher to account for the implementation of this policy
- Ensuring 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 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.
- Being aware of which students in their classes are disadvantaged via information on Classcharts.
- Implementing strategies which will accelerate their progress regardless of their starting point.
- Prioritising disadvantaged students for any additional support classes.
- Ensuring that disadvantaged students are amongst those prioritised for inclusion in extra-curricular and enrichment opportunities that would enhance the students' experience, progress and aspirations.

- Taking advantage of CPD aimed at improving provision for and progress of disadvantaged students.

7. Monitoring arrangements

This policy will be reviewed annually by the Board of Trustees. At every review, the policy will be shared with the Board of Trustees.

8. Links with other policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our School Improvement Plan (SIP) and Self Evaluation Form (SEF). There will also be references to disadvantaged pupils in minutes of meetings involving Trustees, the whole staff, and the senior leadership team.