



Braunstone Community
Primary School

Be the best version of you!

Pupil Premium Policy

September 2026

Review date: September 2027

Aims

We aim to ensure that every child leaves Braunstone Community Primary School excited about learning and has a bright future ahead of them. We want to equip them with confidence, resilience, perseverance and a determination to succeed in life.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. The Department for Education (DfE) has published updated guidance on pupil premium funding and accountability for schools. The revised guidance includes updated information on pupil premium reviews and what information schools need to publish on their website. From 1st September, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites.

At Braunstone Community Primary School, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Pupils in year groups reception to year 6 recorded as Ever 6 FSM £1,550

From the start of the 2026–27 academic year, free school meals eligibility will be expanded to include all children from households receiving Universal Credit. The school will support families to understand and apply for free school meals where they may be eligible, while recognising that pupil premium funding and accountability will continue to be linked to the relevant DfE criteria, including the Ever 6 FSM cohort.

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,690

For looked-after children, pupil premium funding is managed by the local authority's Virtual School Head in consultation with the child's school, so that support is linked to the child's identified needs and Personal Education Plan.

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child-arrangements order or a residence order £2,690

Service Pupil Premium (SPP) provides support for children of service families and is not necessarily linked to financial disadvantage. Pupils may be eligible if one of their parents is serving in the regular armed forces, if they have been recorded as a service child in a school census within the last six years, or if a parent died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or War Pensions Scheme. Where applicable, SPP will be used to provide additional pastoral, emotional, social or academic support linked to the specific needs of the service child, including support with mobility, transition, wellbeing, belonging and any disruption to learning.

Principles

As a team of adults, working to ensure the needs of our socially disadvantaged children are catered for, we adhere to our Pupil Premium Principles (See Appendix A).

The allocation of pupil premium funding is to develop each pupil to 'be the best version that they can be'.

Which are underpinned by the following values:

- Teaching and learning opportunities meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

In some exceptional individual cases, the funding is used to ensure that barriers to learning for vulnerable children are removed so that the child is able to access the provision provided for them.

Identification of Pupils

Braunstone Community Primary School will be pro-active in ensuring that pupils who are eligible for funding are identified quickly, so that support can be offered and have the greatest impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, regular communication will be sent to parents to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Identified barriers and challenges

We recognise that disadvantaged pupils may face a range of barriers that can affect their learning, wellbeing and wider school experience. These barriers will be identified through our knowledge of pupils and families, assessment information, attendance data, behaviour and safeguarding records, pupil voice, parent/carers engagement and professional discussions with staff and external agencies.

- attendance and punctuality, including persistent or severe absence;
- language, communication and vocabulary development;
- social, emotional and mental health needs, including confidence, resilience and readiness to learn;
- special educational needs and/or disabilities, including pupils who may require additional or adapted support;
- mobility, including pupils who join the school part-way through the year or who have experienced disruption to learning;
- gaps in prior attainment, knowledge, skills or learning behaviours;
- access to enrichment, wider curriculum opportunities, resources and experiences beyond the school day.

Intended outcomes and success criteria

Our Pupil Premium strategy will set out the intended outcomes for disadvantaged pupils and how we will know whether our actions have been successful. These outcomes will be reviewed regularly through school monitoring, assessment information and discussion with pupils, families, staff, governors and external agencies where appropriate.

- Disadvantaged pupils make strong progress from their individual starting points, with gaps in attainment and progress narrowing over time.
- Pupils attend school regularly and on time, with reduced persistent or severe absence for disadvantaged pupils.
- Pupils are ready to learn, feel that they belong and are able to engage positively with school life.
- Pupils receive timely academic, pastoral, SEND or wider support that is matched to their identified needs.
- Pupils have access to enrichment, wider curriculum opportunities and experiences that support confidence, aspiration and personal development.
- The impact of provision is measured through assessment outcomes, attendance data, behaviour and safeguarding information, pupil voice, parent/carer feedback, work scrutiny, learning walks and evaluation of intervention records.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the support of the Advisory Board and includes:

In line with current DfE guidance, our Pupil Premium spending will be planned within the three-part menu of approaches:

- High-quality teaching, including strong classroom practice, curriculum development, assessment and staff professional development.
- Targeted academic support, including carefully planned intervention, small group work and additional support to address gaps in learning.
- Wider strategies to help pupils attend, belong and succeed, including support for attendance, wellbeing, enrichment, inclusion and readiness to learn.

Decisions about how Pupil Premium funding is used will be informed by evidence of effective practice, alongside our knowledge of pupils' individual needs and the context of our school community. We will use reliable research and guidance, including resources from the Education Endowment Foundation, to help identify approaches that are most likely to improve outcomes for disadvantaged pupils.

- Providing small group work focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided by teachers, support staff or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum and life experiences

All our work funded by the Pupil Premium will be aimed at accelerating progress so that pupils leave Braunstone Community Primary School as close as possible to the national average. We also aim for every child to make progress that is good or better, so that they leave having reached their full potential regardless of their starting points.

Funding arrangements

Pupil Premium funding will be allocated following annual needs analysis which will identify priority groups and individuals. Funding will be used to support academic development and support the social and emotional wellbeing of our Pupil Premium pupils.

As a school, we believe that extra-curricular activities and creative curriculum experiences such as trips, visiting speakers, attendance at Discovery Schools Trust events, musical and sporting experiences and many more experiences help to deepen the learning experience offered to our children and therefore support progress.

For pupils who are eligible for pupil premium funding, the following guidelines are applied to support enrichment experiences such as:

- Educational Trips – which are all part funded for PPG pupils
- Extra-curricular clubs
- Books into homes
- Uniform (once per year)

For families that find themselves in need of additional support in paying for school related expenses, we have access to various hardship funds that can be applied for.

Reporting

The Pupil Premium lead will report to the Advisory Board on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Advisory Board will also ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be completed using the DfE pupil premium strategy statement template and published on the school's website by 31 December each academic year.

Appeal

Any appeals against this policy will be through the Advisory Board complaints procedure.

REVIEW

The Advisory Board will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

SignedDate
(Headteacher)

SignedDate (Chair of Advisory Board)



APPENDIX A: Pupil Premium Principles

Principle Pupil Premium (PP) will...	At Braunstone Community Primary School we will...
Build belief	We will provide a culture where: • Staff believe in ALL children • There are no excuses made for underperformance • Staff adopt a solution-focused approach to overcoming barriers • Staff support children to develop growth mindsets towards learning
Be inclusive	• Work to ensure children are ready to learn • Develop the whole child • Focus on quality first teaching • Work as a team with a clear focus on improving outcomes • Use intervention which is specifically matched to the needs of the child • Create an environment where every child can be the best they can be • Collaborate with other professionals including the DSAT PP network to ensure the best outcomes
Be respectful	• Maintain confidentiality • Report data and impact in a sensitive manner • Establish and maintain a high level of professionalism when communicating about PP • Treat every child as an individual
Address specific needs of the children	• Use regular assessments of children to identify their strengths and areas to develop as noted in our assessment principles • Maintain a 'Needs Analysis' to meet the needs of the whole child
Be planned for, monitored and evaluated	• Adopt and adhere to the school's vision, principles and policy related to PP • Create an intended spending plan for the allocated budget • Use research to evaluate successful strategies • Conduct our own research into successful strategies • Complete an action plan • Complete work samples, child interviews and learning walks • Track attainment and achievement of PP children regularly • Monitor attendance figures for PP children • Report to governors/the Advisory Board, trust leaders, parents/carers and staff as appropriate • Publish relevant information on the website • Have a named member of the SLT responsible for implementing, monitoring and evaluating PP