Pupil Premium Policy

Approved by: **B.Suddhi**		**Date:**	September 2026
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Signed by:

	Headteacher	Date:	September 2026
	Chair of governors	Date:	September 2026

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1. Statement of intent

At Pear Tree Infant and Nursery School, we believe that every pupil should have the opportunity to achieve their full potential.

We recognise that some pupils may experience barriers to learning and educational success because of disadvantage or their individual circumstances. The school will use pupil premium funding strategically, alongside other available resources, to address identified barriers and improve educational outcomes.

Pupil premium funding is intended to support:

- pupils who are eligible for free school meals or who have been eligible for free school meals within the previous six years;
- previously looked-after children (PLAC);
- looked-after children (LAC), through the arrangements determined by the local authority; and
- eligible service children through the Service Pupil Premium (SPP).

The school will use evidence-informed approaches to identify barriers, plan appropriate support, monitor impact and evaluate the effectiveness of its pupil premium strategy.

Pupil premium funding will not be regarded as a personal budget for individual pupils. The school will use the funding as part of a wider whole-school strategy to improve outcomes for disadvantaged pupils.

2. Legal framework

This policy has due regard to relevant legislation and statutory guidance, including, but not limited to:

- Children Act 1989
- Equality Act 2010
- Education Act 2002
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- School Information (England) Regulations 2008
- Department for Education – *Pupil premium: allocations and conditions of grant 2026 to 2027*
- Department for Education – *Using pupil premium: guidance for school leaders*
- Department for Education – *Pupil premium: overview*
- Department for Education – guidance relating to looked-after and previously looked-after children
- Department for Education – Service Pupil Premium guidance
- Education Endowment Foundation (EEF) evidence and guidance relating to disadvantaged pupils and the effective use of pupil premium funding.

This policy operates in conjunction with the school's:

- Equality Information and Objectives Statement
- Looked-After and Previously Looked-After Children Policy
- School Development Plan
- Pupil Premium Strategy Statement
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Data Protection and Records Management arrangements.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- ensuring the school meets the requirements relating to pupil premium funding;
- ensuring robust oversight of pupil premium expenditure;
- ensuring pupil premium funding is used in accordance with the conditions of grant;
- challenging and scrutinising the school's pupil premium strategy;
- monitoring the impact of pupil premium expenditure on disadvantaged pupils;
- ensuring pupil premium spending is aligned with the school's wider School Development Plan;
- reviewing the school's annual Pupil Premium Strategy Statement and impact information.

3.2 The headteacher

The headteacher is responsible for:

- ensuring and overseeing the day-to-day implementation of this policy;
- ensuring pupil premium funding is used effectively and in accordance with the conditions of grant;
- identifying the needs and barriers experienced by disadvantaged pupils;
- working with relevant staff to identify barriers to learning;
- ensuring the pupil premium strategy is aligned with the School Development Plan;
- ensuring the school publishes its Pupil Premium Strategy Statement where required;
- ensuring information relating to pupil premium eligibility is accurately recorded through the school census;
- ensuring appropriate arrangements are in place for monitoring and evaluating pupil premium expenditure;
- reporting to the governing board on the impact of pupil premium spending.
- working with teachers and other staff to identify appropriate support;
- evaluating the effectiveness of interventions;
- liaising with parents and carers where appropriate;
- ensuring interventions are evidence-informed;
- working with relevant professionals, including the designated teacher and Virtual School Head where appropriate;

- reporting identified strengths, concerns and areas for development.

3.4 All teaching and support staff

Staff are responsible for:

- identifying barriers to learning and achievement;
- providing high-quality teaching and appropriate support;
- monitoring the progress and engagement of disadvantaged pupils;
- contributing to the evaluation of interventions;
- maintaining high expectations for disadvantaged pupils;
- working collaboratively with parents, carers and relevant professionals.

4. Pupil premium allocation and eligibility

Pupil premium is additional funding provided to improve educational outcomes for eligible pupils.

For the **2026/27 financial year**, the rates are:

Eligible pupils	2026/27 rate
Primary pupils in Reception to Year 6 eligible for FSM or who have been eligible within the previous six years (FSM Ever 6)	**£1,550 per pupil**
Previously looked-after children (PLAC)	**£2,690 per pupil**
Looked-after children (LAC)	**£2,690 per pupil**
Eligible Service Children – Reception to Year 11	**£360 per pupil**

The LAC allocation is made to the local authority, which determines the amount passed to the child's school. The school will work with the local authority and Virtual School Head to ensure that support meets the educational needs of looked-after pupils.

For FSM Ever 6, eligibility relates to pupils who are recorded as eligible for free school meals or who have been recorded as eligible during the previous six years.

For PLAC, eligibility includes pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order, in accordance with the DfE's eligibility criteria.

Eligible Service Children may receive Service Pupil Premium in addition to other pupil premium eligibility.

The school will ensure that pupil premium eligibility information is recorded accurately and sensitively.

5. Objectives

The school's pupil premium strategy aims to:

- improve educational outcomes for disadvantaged pupils;
- reduce barriers to learning and achievement;
- support pupils to make strong progress from their individual starting points;
- improve attainment in key areas, particularly reading, writing and mathematics;
- support positive attendance and engagement;
- promote positive behaviour and emotional wellbeing;
- ensure disadvantaged pupils have access to a broad range of educational experiences;
- support disadvantaged pupils' confidence, independence and aspirations;
- ensure pupils receive high-quality teaching and appropriate targeted support;
- identify and address barriers at an early stage;
- work effectively with parents, carers and relevant professionals;
- ensure pupil premium expenditure provides value and demonstrable impact.

The school will maintain high expectations for all pupils, including those who are academically able.

6. How pupil premium can be spent

Pupil premium funding will be used in accordance with the DfE's conditions of grant and the menu of approaches set out in the DfE's *Using pupil premium: guidance for school leaders*.

The school will consider spending across three broad areas:

6.1 High-quality teaching

This may include:

- professional development;
- improving the quality of teaching and learning;
- development of assessment and diagnostic approaches;
- targeted support within the classroom;
- recruitment and retention where relevant;
- approaches to improve literacy and numeracy;
- supporting teachers to identify and address gaps in learning.

6.2 Targeted academic support

This may include:

- structured interventions;
- small-group tuition;
- one-to-one tuition;
- targeted literacy and numeracy support;
- evidence-informed interventions;
- additional teaching and learning opportunities.

6.3 Wider strategies

This may include support addressing non-academic barriers such as:

- attendance;
- behaviour and engagement;
- social and emotional wellbeing;
- parental engagement;
- access to educational experiences;
- transition between settings or year groups;
- access to enrichment and wider opportunities;
- support with identified barriers to learning.

The school will use its professional judgement when deciding how funding is allocated. Pupil premium is **not a personal budget for individual pupils**, and the school is not required to spend a fixed amount on each eligible pupil.

Pupil premium may also be used as part of whole-school approaches where these are designed to improve outcomes for disadvantaged pupils.

The school may support pupils who are not eligible for pupil premium where they have identified needs or barriers and where doing so forms part of an effective pupil premium strategy.

Any unspent funding will be managed in accordance with the relevant conditions of grant.

7. Our long-term strategy for success

The school will maintain a longer-term strategy for improving outcomes for disadvantaged pupils, aligned with the School Development Plan.

The strategy will consider:

- expenditure and available funding;
- pupil needs and barriers;
- quality of teaching;
- staff deployment;
- professional development;
- targeted academic support;
- attendance and behaviour;
- social and emotional wellbeing;
- parental engagement;
- enrichment and educational experiences;
- transition;
- monitoring and evaluation.

The school will use evidence-informed approaches when deciding how pupil premium funding should be spent.

The strategy will be reviewed regularly and updated in response to:

- pupil progress and attainment data;
- attendance information;
- behaviour information;

- staff observations;
- intervention outcomes;
- pupil and parent/carer feedback;
- changes in the school's pupil population;
- relevant research and guidance.

Where appropriate, the school will use resources such as the EEF evidence base and the DfE's pupil premium guidance to inform decisions.

8. A tiered approach to pupil premium spending

The school will use a tiered approach to ensure that funding is balanced across the three areas identified by the DfE.

Tier 1 – High-quality teaching

This will remain the foundation of the school's approach.

Examples may include:

- professional development;
- improving classroom practice;
- effective assessment;
- improving literacy and mathematics provision;
- supporting teachers to identify and address gaps in learning.

Tier 2 – Targeted academic support

This may include:

- structured interventions;
- small-group work;
- individual support;
- additional teaching;
- targeted reading, writing and mathematics programmes.

Tier 3 – Wider strategies

This may include:

- attendance support;
- behaviour and engagement support;
- social and emotional support;
- parental engagement;
- enrichment;
- educational visits and experiences;
- support with identified barriers to participation.

The balance between the three tiers will be determined by the needs of the school's disadvantaged pupils and the evidence of what is most likely to have an impact.

9. Use of the LAC and PLAC premiums

9.1 Looked-after children

The LAC element of pupil premium is allocated through the local authority.

The school will work with the Virtual School Head, social workers, carers and other relevant professionals to identify the educational needs of looked-after pupils.

Support will be linked, where appropriate, to the pupil's Personal Education Plan (PEP).

Funding will not automatically be treated as a personal budget for an individual pupil. The school and Virtual School Head may determine how funding can best be used to improve educational outcomes.

9.2 Previously looked-after children

PLAC funding is allocated directly to the school.

The school will use this funding to support the specific educational needs of eligible pupils through evidence-informed approaches.

The school will consider:

- academic progress;
- emotional wellbeing;
- relationships and attachment;
- attendance;
- behaviour and engagement;
- transition;
- the individual circumstances and needs of the pupil.

The school will work with parents/carers and relevant professionals where appropriate.

10. Example interventions

The following are examples of approaches the school may use. They are not an exhaustive list.

Academic achievement

- targeted reading support;
- phonics intervention;
- mathematics intervention;
- writing support;
- vocabulary development;
- small-group teaching;
- one-to-one support;
- additional learning opportunities;
- targeted support to address identified gaps.

Teaching and learning

- staff professional development;
- coaching and mentoring;
- development of assessment and feedback;
- support for early career teachers;
- development of evidence-informed classroom practice.

Attendance, behaviour and wellbeing

- attendance support;
- nurture provision;
- emotional wellbeing support;
- pastoral support;
- behaviour interventions;
- support with transition;
- work with parents/carers.

Wider opportunities

- support to access educational visits;
- enrichment activities;
- clubs and activities;
- opportunities designed to broaden experiences and aspirations;
- support to overcome identified financial or practical barriers to participation.

11. Use of the Service Pupil Premium

The school will use the Service Pupil Premium to support eligible service children and mitigate the potential impact of mobility, deployment or other challenges associated with service life.

For 2026/27, the Service Pupil Premium is **£360 per eligible pupil**. The funding is intended to support service children collectively and is not a personal payment to an individual pupil.

Possible uses may include:

- pastoral support;
- nurture groups;
- emotional wellbeing support;
- support with transition;
- activities that support relationships with deployed parents;
- communication support;
- activities which help pupils understand and manage the impact of mobility or deployment;
- staff time supporting pupils following a move to or from the school;
- appropriate enrichment activities.

The school will account for SPP separately from other pupil premium funding.

The school will not use SPP simply to subsidise routine school activities that would otherwise be provided as part of normal school provision.

12. Accountability

The school will maintain clear accountability for the use and impact of pupil premium funding.

The school will:

- monitor the progress and attainment of disadvantaged pupils;
- evaluate the impact of interventions;
- consider the effectiveness and cost-effectiveness of expenditure;
- ensure spending complies with the conditions of grant;
- report to governors on the use and impact of funding;
- use evidence and school-level information to inform future decisions.

Pupil premium funding will be considered as part of the school's wider approach to improving outcomes for disadvantaged pupils rather than as a standalone programme.

The school will publish a Pupil Premium Strategy Statement using the DfE template in accordance with current requirements. Schools whose allocation is based on more than five eligible pupils must publish a strategy statement annually by **31 December**.

13. Reporting

The school will publish its Pupil Premium Strategy Statement on its website using the current DfE template.

The statement will explain:

- the school's strategy;
- the approaches being funded;
- the intended outcomes;
- how the school will measure impact;
- the outcomes achieved in the previous academic year;
- how the school has used evidence to inform its approach.

The school will update the strategy statement annually, even where it operates a longer-term strategy.

The headteacher and pupil premium lead will report to the governing board on pupil premium expenditure and impact.

No personal or identifiable information about individual pupils will be published.

Parents/carers will receive information about their child's progress through the school's normal reporting arrangements. Where appropriate, additional communication will be provided regarding targeted support.

14. Pupil premium reviews

The school will use its monitoring and evaluation processes to identify where pupil premium strategies are not having the intended impact.

Where disadvantaged pupils are not making expected progress or where identified barriers are not being effectively addressed, the school will consider whether a more detailed review of its pupil premium strategy is required.

The school may commission or participate in an external pupil premium review where this would provide useful independent challenge and support.

Where a pupil premium review is undertaken, the school will:

- evaluate the effectiveness of its current strategy;
- consider the evidence supporting its chosen approaches;
- identify strengths and areas for development;
- develop appropriate actions;
- monitor the implementation of those actions.

The school will comply with any relevant direction or requirement from the DfE, local authority or other appropriate body relating to pupil premium reviews.

15. Overpayments

Where the school receives an overpayment of pupil premium funding, the school will comply with the relevant conditions of grant and repay any amount required by the Department for Education or local authority.

16. Monitoring and review

The headteacher and pupil premium lead will monitor the implementation and effectiveness of this policy.

The governing board will provide appropriate oversight and challenge.

The policy will be reviewed **annually**, or sooner where there are significant changes to:

- pupil premium funding;
- DfE guidance or conditions of grant;
- the school's pupil population;
- the school's organisational arrangements;
- the School Development Plan.

Initial post-merger review: The policy will be reviewed during the 2026/27 academic year following the school's move into the new building and merger, to ensure that it accurately reflects the school's new organisational arrangements and priorities.

Next scheduled review: September 2027.