



storyybrook

Pupil Premium Policy





Contents

1. Purpose
2. Principles
3. Barriers to learning
4. Eligibility
5. Use of funding
6. Identification of need
7. Provision
8. Monitoring and impact
9. Roles and responsibilities
10. Accountability and reporting
11. Links to other policies
12. Monitoring and review





1. Purpose

The purpose of this policy is to outline how Storyybrook Primary School uses Pupil Premium funding to improve outcomes for disadvantaged pupils.

The school is committed to ensuring that all pupils, particularly those who are disadvantaged, are supported to:

- achieve their full academic potential
- develop socially and emotionally
- access a broad and balanced curriculum
- feel safe, supported and able to engage in learning

Pupil Premium funding is used strategically to reduce barriers to learning and promote equity across the school.

The school uses evidence-informed approaches to ensure that Pupil Premium funding is used effectively.

The school ensures that required information about Pupil Premium funding is published and updated in line with current guidance.

2. Principles

Storyybrook Primary School recognises that:

- disadvantage can impact pupils in a range of ways, including academic, social and emotional development
- pupils in an SEMH setting may experience multiple and complex barriers to learning
- effective use of Pupil Premium funding requires a personalised, relational and trauma-informed approach

The school will ensure that:

- funding is used to support both academic progress and SEMH development
- decisions are based on robust assessment of need
- provision is regularly reviewed for impact
- teaching and learning opportunities meet the needs of all of the pupils.
- appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. We also understand that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We





reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of FSM pupils and may include non-FSM pupils, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

For the purpose of this policy FSM pupils will include past as well as current recipients.

The school ensures that information regarding Pupil Premium funding is published and updated in line with current guidance.

3. Barriers to Learning

Disadvantaged pupils at Storyybrook Primary School may face a range of barriers to learning, which can impact their progress, engagement and wellbeing.

These may include, but are not limited to:

- social, emotional and mental health (SEMH) needs
- disrupted or negative previous educational experiences
- low attendance, anxiety or difficulties with engagement
- family, social or contextual challenges

The school recognises that these barriers are often interrelated and require a holistic, relational and individualised approach.

Pupil Premium funding is used strategically to:

- identify and address these barriers
- support pupils to access learning
- improve both academic outcomes and personal development

4. Eligibility

Pupil Premium funding is allocated for pupils who meet the criteria set by the Department for Education, including:

- pupils eligible for Free School Meals (FSM)
- pupils who have been eligible for FSM within the past six years
- Looked After Pupils (LAC)
- Previously Looked After Pupils (PLAC)
- pupils of service families

The school works closely with relevant agencies and families to ensure eligible pupils are identified.





5. Use of funding

Pupil Premium funding is used flexibly to meet the needs of individual pupils and may include:

Academic Support, such as:

- targeted interventions
- small group or individual teaching
- curriculum adaptation

SEMH Support, such as:

- therapeutic interventions
- emotional regulation support
- mentoring and relationship-based support

Pastoral Support, such as:

- additional staffing
- support with transitions
- family engagement

Access and Inclusion

- Support with uniform, equipment or resources
- Access to trips, enrichment and wider opportunities

All spending decisions are made in line with identified need and expected impact.

6. Identification of need

The school uses a range of information to identify need, including:

- baseline assessment and ongoing progress data
- behaviour and SEMH assessments
- attendance data
- safeguarding information
- professional input and pupil voice

Provision is tailored to ensure that support is appropriate, targeted and responsive.





7. Provision

Investment in high-quality teaching and learning to ensure that all pupils can access and engage with the curriculum.

This may include:

- curriculum adaptation to meet individual needs
- staff training and professional development
- development of teaching strategies to support SEMH needs
- resources to support engagement and access to learning

Targeted Academic and SEMH Support

Additional support for pupils who require more focused intervention.

This may include:

- small group or one-to-one interventions
- targeted academic support
- therapeutic and SEMH interventions
- mentoring and relational support

Wider Strategies

Support to address broader barriers that may impact on pupils' ability to engage with education.

This may include:

- support with attendance and engagement
- family support and communication
- access to enrichment activities and educational visits
- provision of equipment, uniform or resources where required

All decisions regarding the use of Pupil Premium funding are:

- based on identified need
- regularly reviewed
- evaluated for impact

All work through the pupil premium funding will be aimed at lessening the child's barriers to learning which will also lend itself to accelerating progress, moving pupils to at least age-related expectations and ensuring they are making expected progress, or greater progress,





from their starting points. Pupil premium resources will also be used to target able pupils on FSM to achieve above expected levels.

8. Monitoring and impact

The impact of Pupil Premium funding is monitored through:

- regular review of pupil progress
- analysis of behaviour, attendance and engagement
- evaluation of interventions
- leadership oversight

Leaders ensure that:

- interventions are adjusted where impact is limited
- funding is used effectively and transparently

9. Roles and responsibilities

Headteacher/ DSL - Mrs Rachel Burbridge

- responsible for strategic use of Pupil Premium funding
- ensures effective implementation and monitoring
- reports to the Proprietor

Senior Leadership Team

- supports identification of need
- monitors impact of provision
- ensures consistency of approach

Staff

- implement strategies and interventions
- monitor pupil progress and wellbeing
- contribute to evaluation of impact
- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in our classrooms which enables pupils from disadvantaged backgrounds to thrive
- plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that the difference for PPG and non-PPG pupils can be diminished and improvements maintained





- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind and for those who have the ability to reach GD
- keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish the difference.

Proprietor and Governing Body

- provides oversight and challenge
- ensures funding is used effectively
- monitors outcomes for disadvantaged pupils

The governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps and diminishing the difference is implemented.

There is a Pupil Premium Governor who will meet at least termly with school Pupil Premium leader. Storybrook's Pupil Premium Governor is Rebecca Freeman.

The governing body will keep the work in diminishing the difference under review at every FGB, so that they can monitor the use of the Pupil Premium funding. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual strategy statement to parents on the school website, on how the Pupil Premium funding has been used to address the issue of diminishing the difference in our school and the impact this has had.

10. Accountability and reporting

The school ensures transparency by:

- publishing information on the use of Pupil Premium funding (where applicable)
- reporting to the Proprietor on impact
- maintaining clear records of spending and outcomes

Leaders are accountable for ensuring that Pupil Premium funding has a measurable impact on pupil outcomes.





11. Links to other policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Attendance Policy
- SEND Policy
- SEMH Policy
- Equality and Accessibility Policy
- Looked After and Previously Looked After Pupils Policy

12. Monitoring and review

It is the duty of the Headteacher to provide regular reports for Governors on:

- the progress made towards diminishing the difference for socially disadvantaged pupils
- an outline of the provision in place at the school
- an evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Headteacher is responsible for ensuring that the policy is implemented effectively and remains in line with current guidance and school practice.

The impact of Pupil Premium funding is measured through improvements in academic outcomes, engagement, attendance and personal development.

This policy is reviewed annually to ensure it remains effective, compliant and responsive to the needs of pupils.

