

Policy for Pupil Premium

Purpose

The pupil premium grant provides funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

The service pupil premium (SPP) provides support for children and young people of service families. It is combined into pupil premium payments to make it easier for schools to manage their spending. Pupils that the SPP intends to support are not necessarily from financially disadvantaged backgrounds.

We want to use the wealth of evidence of 'what works', evaluated by the Education Endowment Foundation (EEF), to use this funding effectively to drive high and rising standards for disadvantaged pupils.

Pupil eligibility and criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

Pupil premium funding is allocated to local authorities based on the number of:

- looked-after children, supported by the local authority
- pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees

For pupils who are looked-after children, funding should be managed by the local authority's virtual school head (VSH) in consultation with the child's school.

Service pupil premium

Service pupil premium is additional funding for schools with children and young people of service families.

Pupils in state-funded schools in England attract the service pupil premium grant, at the rate of:

- £350 per eligible pupil in the 2025 to 2026 financial year
- £360 per eligible pupil in the 2026 to 2027 financial year

Pupils are eligible if they meet any of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service) or is 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 autumn DfE school census
- they do not currently have 'service child' status but they have been registered as a 'service child' on any DfE school census in the past 6 years
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

This funding is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority.

There is non-statutory guidance on how to understand and address the needs of [service pupils in schools](#).

Funding rates for the 2026 to 2027 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2026 to 2027 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,550	£1,100	School
Pupils previously looked after by a local authority or other state care	£2,690	£2,690	School
Children who are looked after by the local authority	£2,690	£2,690	Local authority

Principles

At Firfield Primary School we will try to ensure that;

- quality first teaching and appropriate learning opportunities meet the needs of all the pupils in school.
- appropriate provision is made of pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- in making provision for socially disadvantaged pupils, we recognise that not all children receiving FSM will be socially disadvantaged.
- we recognise that not all pupils who are socially disadvantaged are registered as qualifying for FSM. We therefore 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.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority individuals. Limited funding and resources mean that not all children receiving FSM will be in receipt of the Pupil Premium interventions at any given moment in time and will be dependent on their individual needs.

Range of Provision

The school will focus on three key areas as shown on the Pupil Premium Plan

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

In line with the EEF's recommended approach, Firfield will prioritise high-quality teaching, though the exact balance of spending between the above tiers will vary depending on the specific needs of pupils.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits eligible pupils.

Pupil premium can be used to support other pupils with identified needs, such as pupils who have or have had a social worker, or pupils who act as a carer. It can also be used for whole class interventions, for example high-quality teaching, which will also benefit non-disadvantaged pupils.

High attaining eligible pupils should receive just as much focus as lower attaining eligible pupils when it comes to spending funding. Evidence shows that eligible pupils who are among the highest performers at key stage 2 are more likely than their non-eligible peers to fall behind by key stage 4.

The range of provision the leadership of the school may consider making for this group could include;

- Providing 1-1 / small group tuition with an experienced HLTA / TA or qualified teacher focussed on overcoming gaps in learning.
- Where possible 'live marking' and assessments pick up any misconceptions or gaps early so that interventions or support can be put in place before the next step in learning takes place.
- Additional resources made available to children in school.
- Additional teaching and learning opportunities provided through specific interventions and clubs offered to the children.
- Support through the purchase and use of Apps and computer software to support learning including assessment tools for tracking pupils.
- Pastoral and emotional support through Drawing and Talking Therapy and other nurture programmes.
- Specialist intervention trained staff (TAs) including where necessary early intervention in the EYFS.
- Additional leadership time to monitor and plan for these pupils.
- Current educational research (EEF and other sources) will be used to ensure that interventions have a strong evidence base.

All of the work undertaken with these children will be aimed at accelerating pupil progress and moving children to at least age-related expectations in Literacy, (reading, writing and communication) and Numeracy.

Pupil Premium funding may also be used to target able children to achieve the Exceeding descriptors in the National Curriculum.

Pupil Premium resources may also be used to target pupils on FSM to develop the social aspects of learning, including building confidence, dealing with friendship issues etc.

Provision will be in addition to that already aimed at SEND children identified on provision maps or children with an EHCP and inclusion funding.

The Governing Body of the school will publish information (three-year plan) and a yearly review on the website for families on how they have used the Pupil Premium grant to address the issue of 'Narrowing the Gap' for socially disadvantaged pupils.

The school's SLT including the Inclusion Co—ordinator will maintain the ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the Governor's Teaching and Learning Committee members.

Reporting

Whilst the information will be monitored by the SLT and Inclusion Co-ordinator on Year group provision maps, it will be the responsibility of the Headteacher to produce information on pupil premium in the headteachers report to *Governors* outlining;

- The attendance of disadvantaged pupils
- The attainment of disadvantaged pupils
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness in terms of the progress made by pupils receiving a particular provision, when compared with other forms of support.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged pupils.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Improved attendance for disadvantaged pupils.
- Effective parental / pupil / school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community, developing confident and independent learners.

REVIEWED

April 2026

NEXT REVIEW

April 2027