



**WESTFIELD PRIMARY SCHOOL AND NURSERY**

**PUPIL PREMIUM POLICY**

**Date to be ratified: June 2025**

**Ratified by: Full Governing Body**

**Date to be reviewed: June 2028**

## **Principles:**

We will ensure that teaching and learning opportunities meet the needs of all of our pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are rigorously 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 recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## **Background:**

The Pupil Premium grant is additional funding allocated to schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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.

It is for schools to decide how Pupil Premium funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils. However, schools are held accountable for how they have used the additional funding and must publish on their website how they are spending their Pupil Premium funding and the impact that is having.

We 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.

We also recognise that not all pupils who are socially disadvantaged are registered or eligible for Pupil Premium funding.

## **Provision:**

In order to meet the above requirements, the Governing Body of Westfield Primary & Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils, where we strive to 'diminish the gap' between those children in receipt of Pupil Premium funding and their peers, bringing Pupil Premium children at least in line with Age Related Expectations (ARE).

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

The Governors 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.

At Westfield Primary School, we identify challenges to attainment faced by eligible pupils through a combination of assessments, observations, and discussions with pupils, parents, and staff. We monitor the overlap between Pupil Premium Grant (PPG) eligibility and Special Educational Needs and Disabilities (SEND), attendance records, and social, emotional, and mental health (SEMH)

needs. For example, we have identified that a significant proportion of our disadvantaged pupils also have SEND, requiring additional support in areas such as reading, phonics, and writing. Attendance issues, particularly persistent and severe absence, are also noted as barriers to learning. Additionally, we recognize that many pupils face challenges with emotional well-being, which impacts their ability to self-regulate and engage in learning. Financial constraints further limit pupils' access to extracurricular activities and educational experiences, which are crucial for their overall development.

Our use of pupil premium funding aligns with the approaches outlined in the Department for Education's (DfE) 'menu of approaches' by focusing on high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers to learning. For instance, we invest in continuous professional development (CPD) for staff, including training on Therapeutic Thinking and Attachment and Trauma, to enhance the quality of teaching and support for pupils with SEMH needs. We also deploy teaching assistants effectively to provide targeted interventions and one-to-one support, ensuring that disadvantaged pupils receive the tailored assistance they need to make progress. Additionally, we implement wider strategies such as Drawing and Talking Therapy, Protective Behaviours, and initiatives to improve attendance and provide financial support for extracurricular activities, all of which are designed to remove barriers to learning and enhance pupils' overall well-being.

Our spending strategy is informed by research evidence from a range of sources, including the Education Endowment Foundation's (EEF) guide to the Pupil Premium. For example, we follow the EEF's recommendation to use teaching assistants effectively by providing them with CPD and deploying them to support targeted interventions, which is supported by evidence showing that well-trained teaching assistants can significantly impact pupil progress. We also draw on the Hertfordshire Emotional Wellbeing and Behaviour Strategy, which emphasizes the importance of positive emotional well-being for effective learning. Additionally, we use evidence-based interventions such as Twinkl Phonics and Lexia, which have been shown to support literacy development. Our focus on improving attendance and providing financial support for extracurricular activities is informed by research highlighting the importance of regular school attendance and enriched experiences for pupil attainment and well-being. By grounding our strategies in robust research evidence, we aim to ensure that our pupil premium spending has the maximum possible impact on the outcomes of our disadvantaged pupils.

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 conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Westfield Pupil Premium Strategy](#)

### **Eligible pupils**

The Pupil Premium grant is allocated to the school based on the number of eligible pupils across the school.

Eligible pupils fall into the categories explained below.

### **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 (FSM) 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.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### **Looked-after children**

Pupils who are in the care of, or provided with accommodation by, a local authority 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 year, and then confirmed in December of the current year based on the children looked after data return in March of the current year.

### **Previously looked-after children**

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

### **Ever 6 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 1 of their parents died while serving in the armed forces

## **Roles and responsibilities**

### **Headteacher and senior leadership team**

The headteacher and senior leadership team are responsible for:

- 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 governing board 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

### **Governors**

The governing board is responsible for:

- Holding the headteacher and senior leadership team 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

### **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

### **Virtual school heads**

Virtual school heads are responsible for managing Pupil Premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority

- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how Pupil Premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how Pupil Premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

### **Monitoring arrangements**

This policy will be reviewed every three years by the Senior Leadership Team. At every review, the policy will be shared with the governing board.