



Hadley Wood Primary School Pupil Premium Policy

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Date of the next policy review	March 2026
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Name of the person responsible for this policy	Tina Stanley
Issued to	Staff, governors and parents
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Pupil Premium Policy

Rationale

The Pupil Premium Grant was introduced by the Government to provide additional funding to address the gap in educational attainment and long-term economic wellbeing between socially disadvantaged children and young people compared to their peers. The stated aim is to narrow the gap in attainment and since April 2011 has provided additional funding to schools to support them in doing so. Socially disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) at some point in the last six years (if no longer receiving FSM are known as Ever 6 children) and children who have been in care.

The Pupil Premium Grant for 2025-2026, from 1st April 2025 is as follows: https://www.gov.uk/government/publications/pupil-premium/pupil-premium	
Disadvantaged Pupils	Pupil Premium per pupil
Pupils in Year Groups Reception to Year 6 recorded as Ever 6 FSM	£1,515
Looked after Children (LAC)	£2,630
Post Lac: Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,630
Service Children	
Pupils in Year Groups Reception to Year 6 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£350
Pupil Premium Pupil premium: overview - GOV.UK has more information including:	
<ul style="list-style-type: none">• allocations for each school and the totals at national and local authority level• how pupil premium funding must be spent• how allocations are calculated	

The school can decide how to spend the Pupil Premium and is accountable for how the additional funds are used to support pupils from low-income families. The school publishes online information about how the Pupil Premium funds have been used so that parents and others are aware of the extra support that is available to pupils who receive this grant. At Hadley Wood School, learning and teaching is based on the cycle of using assessment for learning and quality first teaching to promote high achievement, so emphasis is on all pupils making, at least, good progress rather than narrowing the gap. Pupil Premium funding will be allocated following a needs analysis of each child receiving the grant. Early intervention, building independence, developing communication skills and targeting gaps should enable children to make, at least, good progress.

Roles and Responsibilities

The Governing Body is responsible for overseeing the provision for the children in receipt of the Pupil Premium grant. Within school there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of Pupil Premium pupils' learning, progress and success. This includes practicing the principles of E-TIPSS, Enfield-Trauma Informed Practice in Schools and Settings, to ensure the social and emotional needs of all pupils are considered and reasonable adjustments implemented to support the development of consistent positive relational experiences for our disadvantaged pupils.

The SENCO/Inclusion Manager is also the Pupil Premium Coordinator and is responsible for coordinating, monitoring and maintaining an overview of the provision for Pupil Premium children.

- Maintaining a register of children who are in receipt of the Pupil Premium grant
- Identifying challenges to learning
- Organising relevant provision for each pupil premium child to optimise the opportunity for them to make, at least, good progress
- Tracking, monitoring and analysing the progress and data of Pupil Premium children
- Ensuring class teachers update Pupil Premium Personal Profiles after every data collection
- Reporting to the Governing Body

Provision

The Pupil Premium is used at Hadley Wood School to fund a range of initiatives to promote good/accelerated progress for those children who receive the grant:

- **Learning Mentor support:** This enables pupils to access emotional support to improve their mental health and wellbeing.
- **Small Group Support:** Teaching Assistants are used to support a range of in-class support for English and Maths to consolidate and secure learning.
- **Before school and after school curriculum boosting sessions:** Small group revision sessions for reading and mathematics take place daily across the course of the week to improve outcomes for pupils.
- **Provision of quality first teaching:** Curriculum provision is improved through tailored professional development training for all teaching staff and also includes championing the principles of growth mindset and promoting cultural capital.
- **Same Day Intervention for Maths:** KS1 and KS2 teachers deliver SDI for Maths up to four times a week during assembly after the whole class maths lesson. These sessions help to ensure core objectives are revisited regularly and embedded. SDI is a flexible intervention used by the class teacher, who best knows the pupils' mathematical abilities, and can adjust provision for a range of groups within their class:
 - Pupils who have struggled with the day's maths lesson content
 - Pupils who need to secure basic number concepts, e.g. number bonds, multiplication tables, etc.
 - Pre-teaching to prepare pupils for the next day's learning for maths
 - Stretch and challenge opportunities to support pupils working at greater depth
- **Breakfast Club:** The school will offer free places for pupil premium children where low attendance or poor time-keeping has been identified as a barrier to learning.
- **Enrichment:** Where pupils from low-income families are unable to pay the total cost of a trip or enrichment activity, the school may use a small amount of the funding to subsidise the cost
- **Clubs:** The school has offered free places for pupil premium children of school-run clubs.
- **Music Lessons:** The school has funded music tuition for pupil premium children.

Pupil Progress

The achievement of all pupils is recorded towards the end of every term and is analysed by the Headteacher, Deputy Headteacher and the SENCO/ Inclusion Manager. All children who are not making age related expectations, or making less than expected progress, are identified and provision is amended to promote accelerated progress. All children eligible for Pupil Premium, who are not falling behind their peers, are also identified on the tracking system to record their good/accelerated progress. Those who are attaining age related progress, or above, are also supported to achieve their full potential.

Reporting

Regular reports are compiled for the Governing Body on a termly basis and will outline:

- Progress made towards narrowing the gap by socially disadvantaged pupils
- Record of the provision that was made since the last meeting

- The Governors of the school will issue an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' or pupils making at least, 'good progress', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on the school website.

This policy document should be read in conjunction with the policy documents for:

- Equalities
- Designated Teacher for Looked After Children and Previously Looked After Children
- SEND Information Report
- Special Educational Needs
- EAL/EMA
- Learning and Teaching
- Home/School Agreement