John Perry Primary School

Pupil Premium Policy

This policy covers many articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

UNCRC Article 2 – Non-discrimination

UNCRC Article 3 – Best interests of the child

UNCRC Article 28 – Right to education

Pupil Premium helps ensure all pupils can fully access education. The policy promotes fairness and inclusion for disadvantaged pupils.

Last reviewed on: February 2026
Next review due by: February 2028

Legislation and Guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2025 to 2026 and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

Purpose of the grant

Pupil Premium Grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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.

We also 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.

Service Pupil Premium Grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

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: https://johnperryprimary.co.uk/wp-content/uploads/2025/02/Pupil_premium_strategy_statement_2024_2027-1.pdf

Principles

The Staff and Governors of John Perry Primary School have a shared vision, which outlines our commitment to ensuring that the needs of all our pupils are met to enable them to achieve the highest possible goals.

We recognise that the pupil premium funding is allocated to children who have been entitled to free school meals during the past 6 years, children who are looked after by a local authority (previously known as children in care), children who have left care through adoption, special guardianship, or child arrangements orders and children with parents in the armed forces (Service Pupil Premium). The pupil premium is allocated to the school based on the number of eligible pupils who fall into the categories explained above.

It is a means of addressing some of the issues associated with social disadvantage and, in particular, in closing any gaps in attainment. In making appropriate provision for this we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.

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We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors and Headteacher reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Provision

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes addressing the needs of socially disadvantaged pupils. Where appropriate, other pupils (not eligible for Pupil Premium) may be supported in addition to those who are, as long as this does not have an adverse impact on the progress of the more disadvantaged. Pupil Premium funding will be allocated following termly analysis of progress, attendance and behaviour. Analysis of this data will identify priority pupils and groups.
The school makes use of a wide range of provision to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision includes:

- quality first teaching and learning opportunities to meet the needs of all pupils
- small group work with an experienced teacher or support staff focussed on overcoming gaps in learning
- employment of National Tutoring Programme (NTP) tutors
- Learning Mentor and Safeguarding Team to support children and their families including promoting good attendance and punctuality and support with mental health and wellbeing
- Speech and Language intervention or other specified 1:1 teaching
- additional teaching and learning opportunities provided by teachers, LSAs or external agencies
- additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- access to therapeutic interventions and advice
- financially contributing for activities that broaden the curriculum, for instance after school clubs or residential trips
- purchasing resources, intervention programmes or specialist learning software

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Interventions are discussed and evaluated at termly Pupil Progress Meetings. This evaluation allows the school (and Governors) to determine whether it is achieving ‘value for money’.

Desired outcomes

All work funded by the Pupil Premium will be aimed at:

- accelerating progress and diminishing the difference in attainment and progress between Pupil Premium Pupils and non- Pupil Premium Pupils at John Perry Primary
- raising and improving pupils’ self-esteem and attitude towards learning as well as their wellbeing and mental health.

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Measuring impact

The school will measure the impact of the Pupil Premium spending by tracking the progress of Pupil Premium children on a termly basis. This may be through data on Sonar Tracker (school data system), data from intervention programmes, discussions with staff who are involved with supporting/teaching the child discussions with parents/carers at Parent-Teacher consultations and talking to children. We also hold pupil progress meetings with teachers from each class to discuss each child's progress in reading, writing and mathematics as part of our monitoring cycle. Pupil Premium is highlighted as a distinct section. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related expectations at the end of the year. The learning needs are considered alongside their social and emotional wellbeing.

Reporting

It will be the responsibility of the Deputy Head Teacher, or a delegated member of staff, to produce the DfE Pupil Premium Strategy template and to show on the school website. The Deputy Head Teacher or delegated member of staff will produce regular reports for the Governors on:

- the progress made towards diminishing the difference, by year group, for socially disadvantaged pupils
- an outline of the provision
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The school's Pupil Premium Strategy Statement with a summary of the total PP budget, an overview of actions and intended outcomes and a review of past expenditure will be published annually on the school's website.

Appeals & Complaints

Any complaint regarding the deployment of Pupil Premium Funding will be considered through the school's Complaints Procedure.

Review

This policy will be reviewed every two years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

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