PUPIL PREMIUM POLICY

2026–2027

"Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long"

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated: September 2026 Next review: September

1. Purpose and aims

At Tankersley St Peter's CE Primary School, we believe that every child deserves to flourish. Rooted in our Christian ethos and high expectations, we use pupil premium funding to improve educational outcomes for disadvantaged pupils, remove barriers to learning and enable children to achieve their full potential.

This policy explains eligibility, the principles guiding our spending, responsibilities, monitoring and publication. The detailed annual spending plan, intended outcomes and evaluation are set out separately in the school's Pupil Premium Strategy Statement.

2. Legislative and guidance framework

This policy is informed by the Education Act 2002; Equality Act 2010; Children Act 1989; UK GDPR and Data Protection Act 2018; the Department for Education (DfE) Pupil premium: conditions of grant for the 2026 to 2027 financial year (updated September 2026); DfE Using pupil premium: guidance for school leaders (updated August 2026); DfE guidance on the education of looked-after and previously looked-after children; and the Education Endowment Foundation (EEF) guidance on effective pupil premium spending.

3. Eligibility and allocation

The grant supports pupils meeting the relevant DfE criteria, including pupils recorded as eligible for targeted free school meals, or eligible during the previous six years (Ever 6 FSM), and eligible previously looked-after children (PLAC). Looked-after children (LAC) are funded through the responsible local authority and its Virtual School Head (VSH). Service pupil premium is a separate element supporting eligible children from service families.

From September 2026, free school meals eligibility includes a new expanded entitlement for children in households receiving Universal Credit. Expanded FSM entitlement alone does not confer pupil premium eligibility. The targeted FSM cohort remains eligible for associated benefits, including pupil premium, subject to the applicable DfE criteria.

Previously looked-after children include eligible children who left care through adoption, a special guardianship order or a child arrangements order, including eligible children adopted from state care outside England and Wales. Eligibility is checked and recorded sensitively in accordance with DfE guidance.

The school receives its allocation through the local authority as a maintained school. Funding rates and allocations are reviewed annually against the DfE conditions of grant and are recorded in the school's published strategy and financial records, rather than fixed in this policy.

4. Principles for use of the grant

Funding will be used for evidence-informed activity consistent with the DfE menu of approaches and the EEF three-tiered model. High-quality teaching is our first priority, complemented by targeted academic support and wider strategies addressing barriers to learning. Pupil premium is not a personal budget for each eligible child: activities may benefit other pupils where they also improve outcomes for disadvantaged pupils.

High-quality teaching

We prioritise strong foundations in phonics and reading through Read Write Inc., mathematical fluency and understanding, vocabulary, oracy and writing. Staff professional development, assessment-informed teaching and appropriate adaptation help pupils access a broad and ambitious curriculum.

Targeted academic support

Where assessment identifies gaps, pupils may receive structured small-group teaching, one-to-one support, reading and mathematics interventions or additional tutoring. Interventions have clear entry points, intended outcomes and review dates, and are designed to complement rather than unnecessarily replace classroom learning.

Wider strategies

We address barriers linked to attendance, emotional wellbeing, readiness to learn and access to enriching experiences. Support may include breakfast, uniform, pastoral provision, educational visits and work with families or external agencies where this demonstrably supports educational outcomes.

5. Identifying need and monitoring impact

Teachers and leaders use attainment and progress information, diagnostic assessments, attendance data, pupil voice and knowledge of family circumstances to identify barriers. Termly pupil progress meetings and pupil premium records are used to review the impact of provision and adapt support promptly.

We pay particular attention to pupils who are both disadvantaged and have special educational needs and disabilities (SEND), tracking their progress and ensuring provision is appropriately adapted. Leaders consider whether support is improving reading, writing, mathematics, attendance, participation, confidence and access to learning, as relevant to the identified need.

Evaluation is proportionate to the size of the cohort and protects pupils' confidentiality. Evidence may include work scrutiny, assessments, attendance trends, staff and pupil feedback and review of intervention outcomes. Strategies that do not demonstrate sufficient benefit will be reconsidered.

6. Responsibilities

Governing body

- Scrutinises the Pupil Premium Strategy Statement, planned expenditure, outcomes and use of grant funding.
- Ensures funding decisions align with the school improvement priorities and applicable conditions of grant.
- Reviews the effectiveness and value for money of the school's approach.

Headteacher and pupil premium lead

The Headteacher is the school's pupil premium lead and is responsible for developing, implementing and evaluating the strategy; ensuring accurate census information and financial records; supporting staff; reporting to governors; and ensuring required website publication.

Teachers, SENCO and other staff

Staff identify barriers early, deliver high-quality teaching and agreed interventions, contribute to pupil progress reviews and work sensitively with families. The SENCO and safeguarding/pastoral leads contribute where pupils' additional needs or circumstances require coordinated support.

Looked-after and previously looked-after children

For looked-after children, the Designated Teacher works with the VSH, social worker and carers so that support and funding decisions reflect the child's Personal Education Plan. For previously looked-after children, the school manages its allocated pupil premium funding and may seek advice from the VSH, while respecting family confidentiality.

7. Reporting, accountability and publication

The school maintains clear records of pupil premium income and expenditure and evaluates impact through its annual strategy review. Where required by the conditions of grant, the school publishes an updated Pupil Premium Strategy Statement using the DfE template by 31 December each year. The statement includes the current strategy and a review of the previous year's outcomes. It is available on the school website: https://tankersleystpeters.org.uk/pupil-premium/.

Governors review the strategy and outcomes. The school does not publish identifiable information about individual pupils receiving pupil premium.

8. Monitoring and review

This policy will be reviewed annually by the Headteacher and shared with the governing body. It will be updated sooner if the conditions of grant or relevant guidance change. The separate Pupil Premium Strategy Statement will be reviewed and updated annually.

Reference guidance

- DfE pupil premium conditions of grant 2026–2027: https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027
- DfE using pupil premium guidance: https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders
- DfE pupil premium strategy template: https://www.gov.uk/government/publications/pupil-premium