

TANKERSLEY C of E (A) PRIMARY SCHOOL

PUPIL PREMIUM POLICY



***“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 2025

Next review September 2026

Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2024) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2024) 'Pupil premium'
- DfE (2023) 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to the Pupil Premium'

Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the PPG.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.

- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead (Head Teacher) is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils of families with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one 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, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)

- They have been registered as a ‘service child’ on a school census in the past six 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

For the 2023/2024 and 2024/2025 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2023/2024	2024/2025
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,455	£1,480
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,035	£1,050
Pupils who have been adopted from care or have left care, i.e. PLAC	£2,530	£2,570
Children who are looked after by the LA, i.e. LAC	£2,530	£2,570
Service children	SPP amount per pupil	
	2023/2024	2024/2025
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£335	£340

The school will receive its PPG funding from the LA.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded 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.

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.

Use of the grant

At Tankersley St Peter’s, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged

backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying barriers to learning at different levels so that impact is made across school. Our focus is for children to know more and remember more through effective quality first teaching and intervention, where needed. We also ensure that they have all that they need to learn, whether that be a breakfast to start the day, or uniform if needed, we guarantee that we supply it.

Pupil premium logs are completed each term and pupil progress meetings and monitoring is centred around the need for some disadvantaged children and those children with gaps in learning to make rapid progress. We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding, yet they benefit from teacher CPD, high quality first class teaching and additional resources purchased for the classrooms.

We recognise that high quality early years provision with a strong emphasis upon developing early phonics and reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. Therefore, there is a high emphasis on our synthetic 'Read Write Inc' Phonics scheme and use of phonically decodable texts. We are also part of a mastering number with KS1 and FS2 project, to further enhance the maths offer. We use TT Rockstars to encourage the children to learn their times tables.

We are tenacious in the delivery of these programmes daily so that all pupil including disadvantaged pupils make excellent progress. One barrier faced by some of our youngest disadvantaged pupils is poor oral language and communication skills. This is particularly evident for the pupils entering our Reception from other settings who have not been through our Nursery F1 provision so again, we target those pupils early on with interventions such as 'Time to Talk' and Welcom. We have been involved in a project called TWITCH in partnership with Sheffield Hallam University to ensure that oracy work is started in nursery.

Evidence from the EEF to support our early reading and communication interventions;

- 1 Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.
- 2 Early literacy interventions seem to have impacts that transfer to other areas of the curriculum such as mathematics, where the average impact is + two months progress.
- 3 Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds



Please see the link to the NCETM video, which shows the importance of the mastering number project.

<https://www.youtube.com/watch?v=p4xf86AXbWl>

Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:

Getting to grips with basic maths is not just crucial for academic success and future job prospects. The skills we learnt at school help us with everyday life too. Yet a disadvantaged pupil is still much more likely to leave education without them.

About this Project

TWiTCH; a professional development programme to promote high quality adult-child interactions in early years settings.

Talk With Tales for Children (TWiTCH)

EARLY YEARS EEF CHILDREN AND FAMILIES LANGUAGE AND LITERACY
PROFESSIONAL DEVELOPMENT AND LEARNING PEDAGOGY

Testimonials

"Since accessing TWiTCH every day, he can hold a full conversation with staff and other children within the setting and expresses his wants and needs throughout the day."

"When N started with speech it wasn't clear but now, he speaks freely and clearly, and gives a reason."

"J initially had low confidence and was really quiet but after listening to practitioner's model language he has become more confident."

"I am really pleased how their speech has progressed and given them confidence to speak their minds."



Our Pupil premium spending aligns with the 3 tiered approach described by the DfE:

- Support the quality of teaching, such as staff professional development. We spend some of our budget on ensuring that RWI teaching is consistent across FS2 and KS1. We have invested in external CPD for some of our foundation subjects, like Geography. We are following a mastering number programme in FS2 and KS1 to ensure that fundamentals in maths are consolidated.
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- We are able to identify the individual child's need at the pupil progress meeting and use targeted support to ensure that their needs are being met. We use a wide range of evidence, for example, we know that to know more and remember more, we use a Rosenshine approach to our learning. This model was first used in our history teaching but is being rolled out across all foundation subjects.

Some examples of how Tankersley use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support (including Y6 Boosting sessions)
- Employing extra teaching assistants for complex children
- Running catch-up sessions after school
- Providing extra tuition where needed
- Funding educational trips and visits
- Funding experience days
- Having careers experiences with Barnsley College.

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 DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here:
<https://tankersleystpeters.org.uk/pupil-premium/>

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 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.

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 (LA) 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.

Post looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

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 one of their parents died while serving in the armed forces

Reporting

The headteacher will report **annually** to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher and the governing board.

The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the governing board.