



Pupil Premium Policy

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Contents

1. Aims.....	1
2. Legislation and guidance.....	1
3. Purpose of the grant.....	1
4. Use of the grant	2
5. Eligible pupils.....	2
6. Roles and responsibilities.....	3
7. Monitoring arrangements.....	4

1. 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

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2025 to 2026](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [Service pupil premium \(SPP\)](#).

3. 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.

4. Use of the grant

In our Pupil Premium Strategy document we identify the main challenges faced by eligible pupils. We identify these challenges from a range of sources. These include: our knowledge of the community we serve, our knowledge of the children in our school and the areas that they find challenging and data analysis of trends in performance data.

As recommended in the DfE's guidance (see the DfE's [using pupil premium: guidance for school leaders](#)), we adopt a menu of approaches in order to combat the challenges that our pupils face. Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation recommends around half of a school's allocation is spent on high-quality teaching, with the remaining half split between targeted academic support and wider strategies to raise attainment and address barriers to success.

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 menu of approaches will include:

- Providing small group work focused on overcoming gaps in learning with Teachers, Intervention Teacher, TAs and specialist Speech and Language teachers.
- Improving the standard of teaching and learning for all children in our school to support improved progress for all through staff training, new resources and improving our curriculum offer.
- Support for children in the early years of their school journey to intervene early and close the gap.
- Access to additional Nursery sessions for children in Nursery who are only entitled to 15 hours provision.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice.
- Support for families from our learning mentor
- Paying for activities that broaden the curriculum and widen children's experiences

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Livingstone at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at least expected progress from Key Stage 1 to Key Stage 2.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Y6. Eligible pupils fall into the categories explained below.

5.1 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.

5.2 Cared for 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 cared for children data return in March of the previous year, and then confirmed in December of the current year based on the cared for children data return in March of the current year.

For these children the spending of the Pupil Premium plus allocation is individualised through Personal Education Plans.

5.3 Previously cared for children

Pupils recorded in the most recent October census who:

- Were cared for 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.

5.4 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

6. Roles and responsibilities

6.1 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

6.2 Governors

The governing board is responsible for:

- Holding the headteacher 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

6.3 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

6.4 Designated Teacher for Cared for Children

The Designated Teacher is responsible for:

- Meeting the class teacher of a cared for child to gain information prior to a PEP meeting
- Writing detailed PEP for each cared for child each term.
- Presenting the PEP and discussing the actions and progress made in a PEP meeting.

6.5 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for cared for children by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

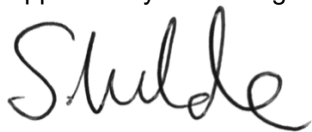
- Identifying the eligible cared for children and informing the local authority
- Making sure methods for allocating and spending ensure that cared for children benefit without delay
- Working with each cared for child's educational setting to put together a personal education plan, agree how pupil premium 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 cared for children

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

7. Monitoring arrangements

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the governing board.

Approved by Governing Body 22 September 2025



Simon Wilde
Chair of Governors