



Pupil Premium Policy

September 2025

Intent

At Spring Hill Community Primary School, we aim to make effective use of the pupil premium grant by creating a curriculum and environment in line with the school's vision, mission and aims. We have high aspirations and ambitions for our children and we believe that no child should be left behind, including the most disadvantaged. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

Our Vision (Where we want to be)

Spring Hill School is at the heart of our community and everything we do is based around the needs of our children and their families. We provide children with the best possible education through an irresistible, ambitious curriculum, high quality teaching including opportunities and experiences which together promote excellence in both behaviour and learning.

The school environment is one where children thrive academically and it effectively equips them with the necessary life skills, attributes, knowledge and understanding they need for an ever-changing world in which they contribute successfully to society.

Our Mission (What we are doing to get there)

Spring Hill instils a passion for learning for the whole school family through enquiring minds and caring hearts to achieve personal excellence. We find opportunities to continually improve for the future in a caring and inclusive environment which promotes co-operative, respectful and nurturing relationships, where all school life is safe and fun.

Our Aims (What we want to provide for everyone in our family)

- To foster mutually beneficial relationships with parents, the wider community and professionals with a focus on continuous improvement.
- To promote and develop life-long habits for a healthy body and healthy mind.
- To provide a curriculum that is relevant to the context of the school and its community
- To raise aspirations through high expectations and fostering self-belief so that children flourish and lead successful and happy lives.
- To create an environment which recognises and nurtures unique gifts, curious minds, develops talents and personalities.
- To provide learning experiences and opportunities which create awe and wonder and develop a love of learning – leading to lifelong learners
- To create leaders of learning across the school family, who take risks, thrive on challenge, and bounce back.
- To provide a safe and secure environment where everyone is valued, respected, and accepted.
- To develop citizens of the future who positively contribute to society, serving their community and beyond.

Our aims for all children are as follows:

- To inspire a love for learning in children and adults and to enable them to operate as independent learners and thinkers
- To provide a relevant curriculum for all.
- To equip each child with the basic skills, knowledge and understanding appropriate to their needs through a broad, balanced and creative curriculum designed to promote their spiritual, moral, social and cultural development in preparation for adult life
- To encourage a mature and positive attitude to work, to relationships and to life in general
- For children to value themselves, have good standards of behaviour and respect for others

- To foster a social, moral and religious awareness that will enable each child to become a happy, well-balanced individual with a sense of belonging to a community.

Background and legal context

- The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.
- The premium is provided to enable these pupils to be supported to reach their potential.
- The Government has used pupils entitled to free school meals (FSM), looked after children, adopted from care and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six -year period.
- This fixed amount of money is expected to increase every year for the course of this current Parliament.
- It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.
- From September 2012, schools were required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- At Spring Hill, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to "close the gap" regarding attainment.

Implementation

- At Spring Hill Community Primary expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all children who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All staff are aware of areas for development in the school in terms of subjects, year groups and they know which children are focus/ target children.
- Money has been ring-fenced and is used to benefit all pupil premium children and supports higher as well as lower ability children by extending provision on offer.
- At Spring Hill Community Primary we plan our spending carefully to ensure that it has been spent to maximum effect. Informed decisions about our spending are made according to self-evaluation, making use of our data, gaps in achievement, current research and trialling.

Spring Hill Community Primary School will use the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 principles of spending:

- Schools can make a difference in narrowing attainment gaps
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions
- Quality First Teaching helps every child
- Funding must also support middle and higher attaining pupils not just lower attaining pupils
- Focussing on a small number of carefully chosen priorities is effective - less can be more

Spring Hill will adopt an approach aligned to the DfE's menu of approaches that focus on:

High-quality Teaching

Targeted Support

Wider Strategies

High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Roles and Responsibilities

Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that 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
- 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 information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

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

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

Impact

- The implementation of the Pupil Premium strategy will be monitored and evaluated yearly
- Resources will be purchased and appointments made so that actions can be implemented
- Through effective CPD, skills and expertise of all staff will be enhanced
- Impact will be measured through book scrutiny, monitoring of teaching and learning, use of our data and discussions with pupils
- Internal assessment data will be collected and evaluated according to the assessment cycle so that the impact of interventions can be monitored regularly and adapted as necessary
- Teaching staff attend and contribute to pupil progress meetings within each assessment cycle where the attainment, progress, social and emotional needs of all Pupil Premium children are reviewed
- Strategies to monitor and evaluate the impact of pastoral interventions, such as attendance and behaviour will be developed and implemented
- In the long term the progress gap will be monitored and the impact of the effectiveness of our Pupil Premium strategy measured
- Adam Johnson is the named Governor for Pupil Premium spending

The Governing Board will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.