

St Gabriel's C of E Primary School



Pupil Premium Policy

Current Review:	Spring 2026	Next review date:	Spring 2028
Committee approval	Curriculum Committee	Written by:	S.Bell

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

At St Gabriel’s, our vision of ‘Excellence with Compassion’ embodies our commitment to every pupil. We hold extremely high aspirations and expectations, encouraging all children to give their best in everything they do. Grounded in our core Christian values—Friendship, Peace, Service, Endurance, Justice, and Wisdom—we firmly believe that affluence should never dictate a pupil’s success.

We are dedicated to nurturing resilient, effective, and confident learners, regardless of their socio-economic background. Our mission is to enhance the life chances of every child in our care by providing equal opportunities for all to realise their true potential.

2. 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).

This policy reflects our commitment to reducing inequalities in pupil outcomes and fostering an inclusive school environment. In developing it, we have considered our statutory duties under the Equality Act 2010, including the Public Sector Equality Duty (PSED). Further details are available in our Equality Single Equality Scheme. We recognise that pupils with protected characteristics—such as those from minority ethnic backgrounds, pupils with English as an additional language, and those with Special Educational Needs and disabilities—may face greater disadvantage and higher eligibility for Free School Meals. We ensure these additional needs are addressed in our approach.

Additionally, this policy aligns with the Ofsted Inspection Framework 2024, which emphasises improving learning and progress for all pupil groups and narrowing attainment gaps. We also acknowledge Ofsted’s duty to report on outcomes and provision for disabled pupils and those with special educational needs.

3. Purpose of the grant

3.1 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.

3.2 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

4. Use of the grant

The use of the Pupil Premium Grant is reviewed annually to respond to the changing needs and challenges faced by our pupils. At St Gabriel's Primary, our aim is for all pupils to achieve their full potential. The funding is strategically used to narrow the attainment gaps between disadvantaged pupils and their peers.

We identify target pupils primarily through eligibility for Free School Meals (FSM) and other vulnerable groups, focusing on closing the gap in attainment. Currently, approximately 42.6% of pupils at St Gabriel's Primary are eligible for Pupil Premium funding.

Our approach is informed by evidence-based research, particularly from the Education Endowment Foundation (EEF), ensuring that interventions and strategies are effective and impactful.

In compliance with the conditions of grant, we publish an annual strategy statement on the school website, outlining how the Pupil Premium funding is used. This statement follows the Department for Education's templates and guidance available on GOV.UK.

Our pupil premium strategy statement is available here: <https://www.stgabrielsprimary.co.uk/pupil-premium>

4.1 Some examples of how we use the grant include, but are not limited to...

- Maintaining a strong leadership team, including two Assistant Heads who are not class-based, as well as the SENCO and Behaviour Lead.
- Implementing targeted intervention programmes for reading, writing, and maths, such as Fluency Bee (White Rose Maths), guided reading, and Essential Letters and Sounds phonics (both keep-up and catch-up).
- Providing teaching assistant support for catch-up interventions.
- Training two Emotional Literacy Support Assistants (ELSAs) to work with individual pupils and small groups on social and emotional aspects of learning.
- Employing a Pastoral Teaching Assistant to support pupils' social, emotional, and mental health (SEMH) needs and to improve attendance.
- Using online learning platforms including Purple Mash, Google Classroom, and Times Tables Rock Stars.
- Offering ongoing and relevant professional development for teachers, led by Senior Leadership Team (SLT).
- Establishing and maintaining strong links with parents and the community through homework clubs, parent coffee mornings, and additional community events.

4.2 Analysis of the gaps and narrowing the gaps

- At the start of all intervention programmes, standardised or formative baseline assessments are conducted to monitor pupil progress and evaluate the effectiveness of the interventions.
- We prioritise Quality First Teaching for all pupils to ensure strong, inclusive classroom practice.

- Pupil Progress meetings are held three times per year to review individual pupil outcomes and adjust support as needed.
- Senior Leadership Team (SLT) and subject leaders provide ongoing support to teachers for accurate assessment and detailed gap analysis.
- Emotional support is provided to pupils as required to address social and emotional barriers to learning.
- Behavioural support is available where necessary to promote positive learning environments.

4.3 Evaluation of impact

- Interventions are monitored, reviewed assessed every term.
- A review of Pupil Premium spending is carried out on an annual basis
- A strategy for Pupil Premium spending is carried out on an annual basis

4.4 How we will make decisions regarding the use of the Pupil Premium

In making decisions about the use of the Pupil Premium, we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Base our approach on the latest evidence-based research, applying proven strategies to narrow attainment gaps, and adapt these strategies as necessary to meet the specific needs of our pupils.
- Maintain transparency in reporting how the Pupil Premium is used, ensuring parents, stakeholders, and Ofsted are fully informed about how this additional resource is making a difference.
- Proactively encourage the take-up of Free School Meals (FSM) by working sensitively and supportively with parents and carers, removing any potential barriers or stigma associated with claiming FSM. We recognise the vital role parents and carers play in their children's lives.
- Be mindful that eligibility for FSM does not equate to pupils being of 'low ability' due to their social circumstances.
- Implement robust monitoring and evaluation systems to account for the use of Pupil Premium funding, overseen by both the school and the Governing Board.
- Recognise that FSM pupils are not a homogeneous group but represent a wide range of needs. Our strategies to raise attainment will fully consider both group and individual needs.
- Prioritise high-quality teaching and learning as the primary method to narrow attainment gaps. Additionally, we will use high-quality, evidence-based interventions to provide targeted, time-limited support for pupils who need it.
- Allocate Pupil Premium funding across all year groups.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6.

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 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 Looked-after 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.

5.3 Previously looked-after children

- Pupils recorded in the most recent October census who:
- Were looked after 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 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 ('ever 6 service children'), 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

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 making sure it is implemented across the school
- Making sure 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 and service 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
- Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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 consistently 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 despite interventions funded by the Pupil Premium, and promptly highlighting these individuals to the senior leadership team.
- Sharing insights and effective practises with colleagues to enhance collective impact.
- Maintaining the highest expectations for all pupils and avoiding assumptions that disadvantage equates to 'low ability'.
- Promoting an inclusive and collaborative classroom ethos that enables pupils from disadvantaged backgrounds to thrive.
- Planning and delivering a high-quality curriculum and lessons that support accelerated progress, helping to narrow attainment gaps and sustain improvements.
- Supporting disadvantaged pupils through differentiated planning and teaching, particularly those who find aspects of learning challenging and are at risk of falling behind.
- Keeping up to date with teaching strategies and research that have a proven track record in narrowing attainment and achievement gaps.
- Engaging in professional development opportunities tailored to their role and needs, equipping staff to implement successful strategies that accelerate pupil progress and close gaps.

7. Monitoring arrangements

This policy will be monitored by Headteacher and Pupil Premium Lead. It will be reviewed every two years by the Headteacher and Pupil Premium Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, school website and newsletters. There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and antibullying policies, as well as minutes of meetings.