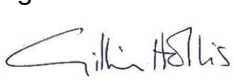
FROXFIELD
CE SCHOOL

Review Cycle:-	Biennial	Date of Next Review:-	Jan 2028
Approver:- Chair of C&L	Signed:-  Date:-09/02/2026	Approver:- Head Teacher	Signed:- Date:-09/02/2026

Pupil Premium Policy

What is the Pupil Premium?

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (or have been at any time in the past 6 years), those looked after by the Local Authority, children adopted from care and the children of armed services personnel.

"*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*" ***Source - DfE website***

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Schools are required to report on the amount of funding received and how the money is being spent.

The level of the Pupil Premium in 2025-2026 is £1,515 per pupil for children recorded as Ever 6 FSM (Free School Meals), £2,630 for children adopted from care and for children looked after by the Local Education Authority. The amount of pupil premium for Ever 5 Service Children is £350 per eligible pupil. For more details on the Pupil Premium please visit:

https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

How do we ensure that the Pupil Premium is used effectively to meet the needs of learners for whom it is intended?

Leadership and Management
The Headteacher has developed a clear overview of how the funding should be allocated and a clear understanding of the outcomes expected in raising attainment each year for the targeted groups of children. The spending of pupil premium at Froxfield CE School is carefully planned by the Headteacher in consultation with the Governors, to ensure that it helps to meet the needs of the target group of children for which it is intended.
It forms an integral part of our School Improvement Plan, and pupil progress meetings and where appropriate is discussed as part of performance management meetings.
Our intention is that through careful monitoring and evaluation, we are able to demonstrate the impact of each aspect of our spending of this funding on the outcomes for children receiving the benefit. This

information is compared to the National Data for all children (not just other children within this group), and is reported annually on our school website.

Links to the School Improvement Plan
The impact of Pupil Premium Funding forms an integral part of our improvement planning each year.
As a school we understand that improving the outcomes for this group of children begins with ensuring that the development of the curriculum and the quality of the day-to-day teaching in each class meets the needs of each learner and these elements always form an important part of the School Improvement Plan.
The School Improvement Plan also includes a focus on specific areas such as:

- **Further develop and embed Pupil Learning Partners across the curriculum** as a tool for supporting all children to access the learning journey and keep up with their peers.

- **Implement the Oracy Programme** across the school as a strategy to **level the playing field** for disadvantaged children.

- **Training** for staff to **implement** actions and strategies from **the LA's OAP Guidance,** ensuring these are **consistently implemented** in all classes**.**

- **Continue to ensure the consistent, high-quality whole school approach to the teaching of reading is maintained.** Ensure guided reading sessions are high-quality and children are given frequent opportunities to read for pleasure.

- Continue to implement a programme of **catch-up for SEND children** further up the school, delivered by the most qualified staff, to ensure they are taught to read as our highest priority.

- **Implement The Writing Framework guidance**, refocusing the **emphasis on building foundations** of pencil control, handwriting and application of phonics from the start of **Year R**. **Training for staff** on key ideas within the framework. **Review of timetabling** to allow for daily handwriting and consistent dictation from early Years. Focus on the messages around the **teaching of spelling. Review of sentence level teaching** based on the Framework.

- Develop a **weekly progression for fluency** across the school, making this a focus for daily, rigorous, repetitive teaching to enable children to secure key facts. Ensure **children** who are **at risk of falling behind are quickly identified** and supported to keep up with their peers.

Identification of Needs
Pupil Premium is used to support all disadvantaged children, not just those of low ability within this group. It is used to ensure that all children from disadvantaged families at Froxfield are provided with targeted opportunities and support which helps enable them to raise their aspirations, achieve their best possible outcomes and have access to every opportunity available for all children. The spending of the funding is focused on activities which will improve achievement both directly and indirectly.
Thorough analysis of pupil data particularly in Maths and English ensures that children within this group who are under achieving are quickly identified and reasons for this underachievement are determined.
Progress of Pupil Premium children is reported to Governors on a termly basis and any trends are discussed.
All teachers are aware of the children in their class who are eligible for the Pupil Premium, have equally high expectations for this group and take responsibility for ensuring strong progress and providing equality of opportunity. They check progress as part of their ongoing assessment as well as through the termly pupil progress meetings and provide support within the classroom and/or liaise with the Headteacher or subject leader for additional support where necessary.

FROXFIELD
CE SCHOOL

The Headteacher and SENCo (Special Educational Needs Co-ordinator) analyse the data from interventions and strategies used, to ensure that they are having the intended impact on learning, and to adjust these where this is not the case.

Attendance data of children in receipt of Pupil Premium is closely monitored and swift action is taken where any attendance concerns arise – see Attendance Policy.

Targeting the Funding
In identifying the most effective way of spending the Pupil Premium the school draws on research evidence (e.g. The Education Endowment Foundation Research) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievements, such as:

- **Identifying individual barriers to learning**
- **Effective marking and feedback on pupil's performance**
- **Booster sessions**
- **Interventions**
- **Keep-up/Catch-up**
- **Homework support**
- **Focus on vocabulary development**
- **Enrichment of the curriculum through trips and visitors to school**
- **Financial support to attend the school residential visits**
- **Support for music lessons or clubs**
- **Parenting Support where appropriate**
- **ELSA Support where appropriate**
- **Pupil Progress Meetings**
- **1:1 Pupil Conferences**
- **Raising Aspirations**
- **Staff Training eg. oracy, writing framework**
- **Activities as a result of the Cultural Capital Survey**
- **Purchase of Resources**
- **Tuition (1:1/small groups)**
- **Forest Schools programme**
- **Increase in staffing ratios**
- **Access to free Breakfast Club/Cindy's Club**

Tracking of Pupil Premium Spending
Following identification of the appropriate targeted funding areas required, a spreadsheet is used to track spending against the cost centres used in the budget.

Termly analysis of progress and intervention data is used to monitor progress of individuals and groups. Twice-yearly reading, spelling age and maths tests and half-termly phonics tests are also used to measure progress and target further support and intervention.

Governors annually monitor the way in which the Pupil Premium has been spent.

How do we know if this is making a difference?
We compare the progress and attainment of children within different pupil groups annually, termly and more regularly as appropriate, to ensure that there is not a significant gap and that any gap there is, is closing. We analyse data from School Performance Data to identify any gaps and review provision accordingly. We strive to narrow and then close any gaps in achievement. We also track the progress of all of our children in

school through termly pupil progress meetings and through data analysis meetings with Governors. In addition, we track the progress of children who are receiving intervention strategies to ensure that the interventions are accelerating progress.