



Outwoods Edge Primary School

Every Child. Every Day. Every Future.

Pupil Premium Policy

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Version Control & Review History

Date	Version Number	By	Changes Made
Jan 26	V1	Chris Severyn	Updated with latest legislation and converted into new policy format
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Linked Policies

- Attendance Policy
- Relational Behaviour Policy
- Designated teacher for looked-after and previously looked-after children Policy
- Special Educational Needs Policy and Information Report
- Safeguarding and Child Protection Policy

1. Aims

This policy sets out how Outwoods Edge Primary School will fulfil its duties in relation to the Pupil Premium (PP) and Service Pupil Premium (SPP). It aims to:

- Provide background information so our community understands the purpose of PP and SPP and who is eligible.
- Set out the principles and processes by which we make spending decisions, ensuring they are evidence-informed and aligned with national guidance.
- Summarise roles and responsibilities for planning, delivery, governance and accountability.

2. Legislation and guidance

This policy is informed by Department for Education (DfE) guidance on pupil premium, including the allocations and conditions of grant for 2025 to 2026, the guidance for school leaders on using the pupil premium and DfE guidance on virtual school heads and the service pupil premium. It is also informed by the Education Endowment Foundation (EEF) guidance on the Pupil Premium and effective implementation.

3. Purpose of the grants

Pupil Premium

The Pupil Premium (PP) is additional funding for state-funded schools in England to improve educational outcomes for disadvantaged pupils. The funding is not a personal budget. While it is principally intended for pupils who meet the funding criteria, schools may also use it to support other pupils with identified needs (for example pupils who have or have had a social worker) and for approaches that benefit whole classes, where this is the most effective way to raise attainment.

Service Pupil Premium

The Service Pupil Premium (SPP) provides additional funding to support the pastoral needs of children of serving or former members of the armed forces. Pupils may be eligible for both PP and SPP.

4. Principles for use of the grants

Decisions about how we use PP and SPP are guided by the following principles:

- Needs diagnosis: We identify the specific challenges faced by our disadvantaged pupils (including barriers in attendance, language, reading, maths, SEND, behaviour and social-emotional needs) using a range of qualitative and quantitative evidence.
- Evidence-informed: We consider the strength and applicability of research evidence (including EEF) and select approaches from, and aligned with, the DfE Menu of Approaches.

- Tiered approach: We balance spending across high-quality teaching, targeted academic support and wider strategies (e.g. attendance, behaviour, wellbeing).
- Implementation and monitoring: We plan for high-quality delivery, monitor implementation and outcomes, and evaluate cost-effectiveness to sustain what works.
- Proportionality and inclusion: Funding is used to raise outcomes for disadvantaged pupils. Where appropriate, whole-class or whole-school approaches may be used where they represent the most efficient and impactful route to improved outcomes.

Publication requirement: Each academic year, by 31 December, the school will publish an updated Pupil Premium strategy statement on the school website using the DfE template. The strategy sets out the specific challenges, intended outcomes, chosen approaches (mapped to the Menu of Approaches), budgeted costs, and how impact will be monitored. This policy provides the overarching principles and roles; the strategy provides the operational plan.

Our current Pupil Premium strategy statement is available at:

<https://www.outwoodsedge.leics.sch.uk/our-school/pupil-premium>

Use of the Service Pupil Premium

We primarily use SPP to deliver pastoral support for service children, including support around mobility and deployment, counselling or mentoring, communication with deployed parents/carers, and ensuring continuity of curriculum and assessment during moves.

5. Eligible pupils

The PP is allocated based on the number of eligible pupils on roll in Reception to Year 6.

Eligibility includes:

- Ever 6 Free School Meals (FSM): pupils recorded in the most recent October census who have been eligible for FSM at any point in the last 6 years (including pupils with no recourse to public funds (NRPF)). This does not include pupils who receive universal infant free school meals but would not otherwise be eligible.
- Looked-after children (LAC): pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least one day (managed by the Virtual School Head).
- Previously looked-after children (PLAA): pupils who were looked after immediately before being adopted or who left care on a special guardianship order or child arrangements order, including children adopted from state care outside England and Wales.
- Ever 6 Service children: pupils recorded in the most recent October census with a parent in regular armed forces; pupils recorded as a 'service child' at any point in the last 6 years; or in receipt of a Ministry of Defence child pension following the death of a parent in service.

6. Roles and responsibilities

Headteacher and Senior Leadership Team (SLT)

- Keep this policy up to date and ensure implementation across the school.
- Ensure all staff understand their role in raising attainment of disadvantaged pupils and supporting service children.
- Plan PP/SPP spending using an evidence-informed approach, aligned to the DfE Menu of Approaches, and keep this under regular review.
- Monitor attainment, progress and wider outcomes for pupils eligible for PP and SPP to assess impact.
- Report to governors on spending, implementation and impact across the year.
- Publish the annual PP strategy statement on the website by 31 December using the DfE template.
- Provide relevant training and support for staff on effective approaches for disadvantaged pupils.

Governors

- Hold leaders to account for the implementation of this policy and the delivery of the PP strategy.
- Assure compliance with conditions of grant, including alignment to the Menu of Approaches and publication requirements.
- Monitor attainment, progress and attendance of disadvantaged pupils and evaluate value for money.
- Ensure effective oversight of SPP to provide pastoral support for service children.

Other school staff

- Implement this policy day to day and set high expectations for all pupils.
- Use assessment to identify pupils whose progress is not improving in response to support and raise concerns with leaders.
- Share insights into effective practice.

Virtual School Heads (VSH)

- Identify eligible looked-after children and allocate PP+ funding in a timely way.
- Work with the school to develop each child's Personal Education Plan (PEP) and agree how PP+ will be used to meet identified needs.
- Assure that PP+ is spent as agreed and that it improves outcomes for looked-after children.

7. Monitoring and review

This policy will be monitored by the Deputy Headteacher (Pupil Premium Lead). It will be reviewed biennially and approved by the Governing Board's F&GP Committee. The annual PP strategy statement will be monitored termly and updated by 31 December each academic year.