

PUPIL PREMIUM POLICY



A community inspiring lifelong learning.

**Spinfield School
Terrington Hill
Marlow
Buckinghamshire
SL7 2RE**

Tel: 01628 473551

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Signed:	BDenton
Position:	Pupil Premium Coordinator
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1. Aims

At Spinfield we aim to address inequalities between Pupil Premium children and their peers, by ensuring that funding to tackle disadvantage is holistic and reaches the pupils who need it most.

We allocate funding to a wide range of initiatives, both creative and academic. Parents of Pupil Premium children are consulted on the way funds are allocated. In recent years our Pupil Premium funding has been used to support and enrich learning and well-being through:-

- 1:1 tuition
- Booster learning groups
- TA support – academic, emotional and social
- Learning resources, e.g. books, learning programmes
- Mindfulness 1:1 and class sessions
- Music tuition
- Extra-curricular club fees
- Extra-curricular activities
- Pupil Leadership programmes, including monitor roles
- Residential and educational visits

Every resource and intervention we provide at Spinfield has been reviewed in terms of the rationale and researched based evidence.

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](#) and the [service pupil premium](#).

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

The attainment and progress of Pupil Premium children is monitored and reviewed half termly. All interventions are research evidence based and reviewed in terms of impact, in order to ensure gaps in attainment and progress between Pupil Premium children and their peers are diminished.

In some cases, Pupil Premium children will have been identified with additional needs, such as Special Educational Needs or English as an Additional Language. In such cases, pupils will be set individual targets appropriate to their other learning needs and may be assessed as working below their age-related targets and therefore require a specialist assessment tool, Pre Key Stage Standards, which sets small, measurable and achievable targets.

By using the grant effectively we aim to ensure -

- Early intervention and support for Pupil Premium pupils
- Pupil Premium pupils feel valued and have access to a range of support and activities which enrich learning, and social and emotional development
- Pupil Premium pupils will meet their individual targets, which may be below age-related expectations, where other learning needs have been identified (for instance, SEN)
- Effective partnership between parents, pupils and school
- Effective identification, assessment and monitoring of Pupil Premium pupils

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 pupil premium strategy statement is available here:

<https://www.spinfieldschool.co.uk/pupil-premium/>

5. Eligible pupils

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

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 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. Allocations will be provisionally based on the children looked after data return in March of the previous year, and then confirmed in December of the current year based on the children looked after data return in March of the current year.

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 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 pupil premium coordinator

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

7. Monitoring arrangements

This policy will be reviewed annually by the pupil premium coordinator. At every review, the policy will be shared with the governing board.