Stratford Upon Avon Primary School

Pupil Premium Policy (PP Policy)

Document Reference Number (if already used)	**PPSTP**
Title	Pupil Premium Policy
Policy Owner	Tracey Parton
Version	1.0
Approved Date	December 2026
Approving Body	SSC
Next Review Date	December 2027

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Pupil Premium Policy

1. Policy Statement

At Stratford-upon-Avon Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, have equitable access to high-quality education and the opportunity to achieve their full potential.

We recognise that some pupils face additional barriers to learning due to disadvantage and that these barriers can impact academic achievement, wellbeing, attendance, participation and wider life opportunities.

Through the effective use of Pupil Premium funding, we aim to remove barriers without reducing ambition, promote inclusion and belonging, and ensure that disadvantaged pupils can access an ambitious, broad and balanced curriculum alongside their peers.

Our approach reflects current national priorities around equity, inclusive mainstream practice, strong universal provision and evidence-informed teaching approaches. In line with current Ofsted expectations and the direction of national inclusion reforms, we are committed to high expectations for all pupils and to ensuring disadvantaged pupils fully participate in all aspects of school life.

At Stratford-upon-Avon Primary School, we are committed to ensuring all pupils are offered rich opportunities and memorable experiences, regardless of background or disadvantage. We recognise that pupils from disadvantaged backgrounds may face barriers which can affect progress, attainment, confidence, attendance and wider participation, and we are committed to addressing these barriers through inclusive, ambitious and evidence-informed provision.

2. Aims and Objectives

The aims of this policy are to:

- ensure disadvantaged pupils achieve highly across all areas of the curriculum;
- narrow attainment and progress gaps between disadvantaged pupils and their peers;
- remove barriers to learning, participation and attendance;
- provide strong universal provision through Quality First Teaching and adaptive teaching;
- support pupils' personal development, wellbeing and confidence;
- ensure all pupils feel safe, valued and included within school life;
- provide targeted support where appropriate;
- promote excellent attendance and engagement;
- work collaboratively with families and external agencies;
- ensure Pupil Premium funding is used strategically, effectively and transparently;
- ensure disadvantaged pupils make at least nationally expected progress;
- support pupils' health, wellbeing and emotional development so that they can flourish;

- raise aspirations and expectations for all disadvantaged pupils and families;
- ensure pupils access rich opportunities and memorable experiences across school life.

3. Legislative and Educational Framework

This policy is informed by:

- The Education Act 2002
- The Equality Act 2010
- Department for Education Pupil Premium Guidance
- The SEND Code of Practice (2015)

4. Background

Pupil Premium is additional government funding provided to schools to help close the attainment gap between disadvantaged pupils and their peers.

Pupil Premium funding is allocated to pupils who:

- are eligible for Free School Meals (FSM);
- have been eligible for FSM within the last six years (FSM Ever 6);
- are looked after children;
- are previously looked after children;
- have parents serving in the armed forces.

At Stratford-upon-Avon Primary School, we recognise that not all disadvantaged pupils are eligible for Pupil Premium funding and that not all pupils receiving Pupil Premium are socially disadvantaged or have learning difficulties.

We also recognise that some disadvantaged pupils may experience additional vulnerabilities linked to SEND, attendance, wellbeing or English as an Additional Language (EAL). Provision is therefore carefully considered to address both need and disadvantage.

The school carefully monitors the progress, attendance, participation and wellbeing of disadvantaged pupils to ensure support remains responsive, targeted and impactful.

Yearly Cycle of Support

Once pupils are identified as eligible for Pupil Premium funding, the school follows a graduated and responsive cycle of monitoring and support.

This includes:

- an initial autumn term meeting with class teachers to identify barriers to learning and agree strategies to improve outcomes;
- communication with parents regarding support and provision;
- bespoke meetings with families where appropriate;

- mid-year review meetings to evaluate the impact of strategies and consider pupil, parent and teacher voice;
- end-of-year transition meetings between current and future class teachers to ensure continuity of provision and support.

This graduated approach ensures provision remains responsive, targeted and impactful.

5. Principles of Effective Provision

At Stratford-upon-Avon Primary School, we believe that Quality First Teaching and strong universal provision are the most important factors in improving outcomes for disadvantaged pupils.

Our approach prioritises:

- high expectations for all pupils;
- Quality First Teaching and adaptive teaching;
- inclusive mainstream practice;
- evidence-informed approaches;
- early identification of barriers to learning;
- strong universal provision;
- targeted academic and pastoral support where appropriate;
- promoting belonging, participation and inclusion;
- removing barriers without reducing ambition.

Lessons are carefully planned to anticipate and reduce barriers to learning so that disadvantaged pupils can access an ambitious curriculum alongside their peers wherever possible.

To maximise effectiveness, all staff take collective responsibility for improving outcomes for disadvantaged pupils and raising expectations of what they can achieve. Teachers are aware of disadvantaged pupils within their classes and plan accordingly to ensure pupils receive appropriate support, challenge and equitable opportunities.

6. Barriers to Learning

Barriers to learning may vary between pupils and may include:

- gaps in prior learning;
- speech, language and communication needs;
- social, emotional or mental health needs;
- attendance difficulties;
- financial hardship;
- safeguarding concerns;
- low confidence or self-esteem;
- limited access to enrichment opportunities;
- additional vulnerabilities linked to SEND or EAL.

Provision is tailored to respond to identified barriers and individual need.

The school has identified the following key barriers that may affect disadvantaged pupils:

- attainment gaps in writing and core subjects;
- social, emotional and mental health needs;
- communication and language difficulties;
- attendance and persistent absence concerns;
- generational low aspirations and expectations.

7. Quality First Teaching and Universal Provision

High-quality universal provision forms the foundation of support for disadvantaged pupils.

Teachers use adaptive teaching, responsive planning and evidence-informed strategies to support all learners within inclusive mainstream classrooms.

Universal provision may include:

- scaffolding and adaptive teaching;
- explicit vocabulary instruction;
- visual supports and modelling;
- targeted questioning;
- metacognitive strategies;
- structured feedback;
- retrieval practice;
- collaborative learning opportunities;
- flexible grouping;
- pre-teaching and overlearning.

These approaches support pupils to access learning successfully and participate fully in school life.

Teaching staff receive ongoing professional development, mentoring and support to ensure consistently high-quality teaching across the school.

Teachers regularly review pupil progress through professional dialogue, assessment and pupil progress meetings to ensure barriers are identified early and interventions are implemented promptly.

Additional classroom support through teaching assistants enables:

- pre-teaching;
- consolidation of learning;
- small-group intervention;
- responsive in-class support.

8. Targeted Support and Intervention

Where additional support is required, provision may include:

- small group work with an experienced teacher or teaching assistant focused on overcoming gaps in learning;
- 1:1 support;
- school-led tutoring;
- additional teaching and learning opportunities provided by trained teaching assistants or external agencies;
- targeted academic intervention;
- nurture intervention and emotional wellbeing support;
- speech and language support;
- mentoring and pastoral support;
- resources to meet the needs of individuals or groups of pupils;
- planned family support;
- strategies to develop parental engagement and aspirations;
- curriculum enrichment activities;
- funding for educational visits, trips and residential experiences;
- funding for school meals;
- funding for extracurricular clubs and holiday activities.

Pupil Premium provision may also be used to support higher attaining disadvantaged pupils to achieve Greater Depth standards.

Interventions are monitored and reviewed regularly to ensure they are purposeful, responsive and impactful.

Targeted interventions and support currently include:

- 1:1 and small-group phonics and reading fluency sessions;
- maths booster groups focused on number sense and problem-solving;
- handwriting and fine motor skill support;
- precision teaching for spelling and high-frequency words;
- mentoring and regular check-ins with a trusted adult to support emotional regulation;
- attendance and punctuality monitoring and support strategies.

The school also utilises:

- web-based learning platforms including Numbots and Times Table Rock Stars (TTRS);
- baseline assessments at the start of the academic year to identify gaps quickly;
- targeted maths interventions and consolidation groups;
- SEND-supported specialist assessment and action planning where appropriate.

These approaches support pupils in developing fluency, confidence, resilience and independence.

9. Attendance, Wellbeing and Inclusion

We recognise the strong link between attendance, wellbeing and educational outcomes.

The school works proactively to support attendance, engagement and wellbeing for disadvantaged pupils to ensure they feel safe, included and valued within the school community.

Support may include:

- family support;
- Early Help involvement;
- emotional wellbeing provision;
- pastoral support;
- breakfast club access;
- support with uniform, resources or equipment where appropriate.

We are committed to ensuring all disadvantaged pupils experience a strong sense of belonging and are able to participate fully in all aspects of school life.

The school promotes attendance and engagement through positive relationships with families, workshops, attendance incentives and community-building approaches.

Forest School provision, inclusive education approaches and targeted pastoral interventions support pupils in developing self-esteem, resilience, independence and perseverance.

The school also works with external professionals including Occupational Therapy and Speech and Language services to improve emotional regulation, communication, fine motor skills and social interaction.

Wider Strategies and Enrichment

We recognise the importance of cultural capital, enrichment opportunities and wider personal development experiences in improving outcomes for disadvantaged pupils.

All pupils eligible for Pupil Premium funding are entitled to:

- one school trip per year;
- one extracurricular club per year;
- one term of music tuition per year;
- support with Free School Meals where eligible.

Additional wider strategies may include:

- funded breakfast club or after-school club places;
- subsidised educational visits and residential experiences;
- support with uniform, equipment and learning resources;
- Forest School and outdoor learning opportunities;
- access to Rock Steady bursary provision or creative enrichment;
- counselling and emotional wellbeing support;
- parental engagement workshops and family learning opportunities.

These approaches strengthen inclusion, belonging, participation and equality of access across school life.

10. Partnership with Parents and Carers

We believe strong relationships with families are essential in supporting disadvantaged pupils.

We work collaboratively with parents and carers through:

- regular communication;
- review meetings;
- co-production and shared planning;
- family support services;
- signposting to external agencies where appropriate.

Parents and carers are encouraged to engage actively in their child's education and wider school life.

11. Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- overseeing the strategic use of Pupil Premium funding;
- monitoring the impact of provision;
- ensuring funding is used effectively and equitably;
- reporting to governors.

Pupil Premium Lead

The Pupil Premium Lead is responsible for:

- coordinating provision for disadvantaged pupils;
- monitoring progress and outcomes;
- evaluating interventions;
- supporting staff with inclusive strategies;
- ensuring evidence-informed approaches are implemented;
- monitoring attendance, wellbeing and participation of disadvantaged pupils;

- overseeing intervention provision and wider enrichment opportunities;
- contributing to whole-school monitoring and evaluation systems.

Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) is responsible for:

- ensuring Pupil Premium provision remains a whole-school priority;
- promoting an inclusive culture with high expectations for all pupils;
- ensuring disadvantaged pupils are able to participate fully in all aspects of school life;
- monitoring the quality and impact of teaching, intervention and wider provision for disadvantaged pupils;
- ensuring staff receive appropriate training and professional development;
- supporting evidence-informed practice and strategic use of funding;
- monitoring attendance, behaviour, wellbeing and safeguarding for disadvantaged pupils;
- ensuring barriers to learning are identified and addressed promptly;
- evaluating the effectiveness and impact of Pupil Premium spending;
- reporting outcomes and provision to governors;
- ensuring statutory information is published on the school website;
- promoting strong partnerships with families and external agencies;
- ensuring provision aligns with current Ofsted expectations and national inclusion priorities.

Subject Leaders

Subject Leaders are responsible for:

- monitoring the progress, attainment and participation of disadvantaged pupils within their subject area;
- ensuring disadvantaged pupils can access an ambitious and inclusive curriculum;
- promoting high expectations and adaptive teaching within their subject;
- identifying barriers to learning and supporting staff with appropriate strategies and interventions;
- ensuring Quality First Teaching and evidence-informed approaches are embedded across the curriculum;
- supporting teachers in adapting learning to meet the needs of disadvantaged pupils;
- monitoring curriculum coverage, enrichment opportunities and participation rates for disadvantaged pupils;
- contributing to whole-school monitoring, evaluation and improvement planning;

- using assessment information to identify gaps in learning and support targeted provision;
- ensuring disadvantaged pupils are represented and included within curriculum experiences and wider opportunities;
- working collaboratively with the Senior Leadership Team, SENDCo and Pupil Premium Lead to improve outcomes for disadvantaged pupils.

Class Teachers

Class teachers are responsible for:

- delivering Quality First Teaching;
- identifying barriers to learning;
- monitoring progress and participation;
- implementing targeted strategies and support.

Governing Body

The Governing Body is responsible for:

- monitoring the effectiveness of Pupil Premium spending;
- ensuring accountability and statutory compliance;
- supporting strategic improvement.

12. Staff Training and Professional Development

Staff receive ongoing professional development relating to:

- adaptive teaching and Quality First Teaching;
- metacognition and feedback;
- inclusive classroom practice;
- vocabulary development;
- attendance and wellbeing;
- safeguarding and pastoral support.

Leaders identify professional development opportunities which strengthen inclusive practice, adaptive teaching, communication with families, Early Help processes and support for disadvantaged pupils.

Staff also receive training linked to:

- inclusive education;
- communication and language development;
- social, emotional and mental health needs;
- effective parental engagement strategies.

Professional development is informed by evidence-based research and school improvement priorities.

13. Safeguarding

The school recognises that disadvantaged pupils may face additional safeguarding vulnerabilities.

All staff are trained to identify concerns and provide appropriate support.

Safeguarding procedures are implemented in line with the school's Safeguarding and Child Protection Policy.

14. Reporting, Monitoring and Evaluation

The effectiveness of Pupil Premium provision is monitored through:

- pupil progress and attainment data;
- attendance and behaviour monitoring;
- learning walks and classroom observations;
- intervention evaluations;
- pupil voice and parent feedback;
- participation in enrichment opportunities;
- governor monitoring and strategic review.

Monitoring also includes:

- pupil progress meetings;
- pupil and parent voice;
- regular communication with families;
- intervention tracking;
- review of attendance and engagement data;
- evaluation of participation in wider opportunities and enrichment activities.

Pupil outcomes are discussed on a case-by-case basis during pupil progress meetings and parents' evenings to ensure provision remains personalised and responsive.

The Pupil Premium Champion and Pupil Premium Governor contribute to monitoring provision, progress and outcomes as part of the school's wider monitoring and evaluation cycle.

The school regularly updates its Pupil Premium 'At a Glance' document to support communication, monitoring and strategic evaluation of provision. **Appendix 1**

The Headteacher, in conjunction with the Pupil Premium Lead, provides reports to the Governing Body outlining:

- progress towards narrowing attainment gaps;
- provision implemented during the reporting period;
- evaluation of cost effectiveness and impact.

The Governing Body ensures that statutory information regarding the use and impact of Pupil Premium funding is published annually on the school website.

15. Evaluation and Success Criteria

The success of this policy will be measured through:

- early identification and support for disadvantaged pupils;
- accelerated progress and improved attainment;
- narrowing attainment gaps between disadvantaged pupils and their peers;
- strong attendance and engagement;
- effective systems for identifying, assessing and monitoring pupils;
- positive wellbeing and inclusion;
- pupils developing confidence and independence;
- parents and carers being actively engaged in learning;
- increased participation in enrichment opportunities;
- improved outcomes for higher attaining disadvantaged pupils.

Success is also reflected through:

- positive pupil voice and wellbeing outcomes;
- improved participation in wider school life;
- strong relationships with families and external agencies;
- pupils demonstrating increased confidence, resilience and independence;
- sustained improvements in attendance and engagement.

16. Intent, Implementation and Impact

Intent

At Stratford-upon-Avon Primary School, our intent is to ensure that disadvantage does not become a barrier to achievement, participation or future success.

We are committed to:

- high expectations for all pupils;
- removing barriers without reducing ambition;
- promoting belonging, participation and inclusion;
- ensuring disadvantaged pupils access an ambitious curriculum alongside their peers;
- delivering strong universal provision through Quality First Teaching and adaptive teaching;
- supporting pupils' academic, personal and emotional development;

We aim to develop confident, resilient and independent learners who feel safe, valued and included within the school community.

Implementation

Pupil Premium provision is implemented through an inclusive, evidence-informed and graduated approach.

High-quality teaching is prioritised for all pupils, with adaptive teaching and responsive classroom practice used to reduce barriers to learning.

Implementation includes:

- Quality First Teaching and adaptive teaching strategies;
- targeted academic interventions;
- pastoral and wellbeing support;
- attendance support and family engagement;
- enrichment opportunities and wider curriculum access;
- ongoing assessment and monitoring;
- collaborative working with families and external agencies;
- staff training and professional development;
- regular evaluation of provision and interventions.

Provision is carefully matched to pupils' needs to ensure support is responsive, targeted and impactful.

Impact

The impact of our Pupil Premium provision is demonstrated through:

- improved progress and attainment for disadvantaged pupils;
- reduced attainment gaps;
- increased attendance and engagement;
- improved confidence, resilience and independence;
- greater participation in school life and enrichment opportunities;
- positive wellbeing and inclusion;
- pupils feeling safe, valued and represented;
- successful transitions between classes and educational stages.

The impact of provision is also demonstrated through:

- pupils developing greater resilience, independence and perseverance;
- improved pupil wellbeing and emotional regulation;
- pupils reporting that they feel safe, valued and supported;
- increased participation in wider opportunities and enrichment activities;
- improved attitudes to learning and engagement in school life.

The effectiveness of provision is evaluated through:

- attainment and progress data;
- attendance and behaviour analysis;
- intervention reviews;
- pupil and parent voice;
- leadership and governor monitoring.

Through our inclusive ethos, strong universal provision and evidence-informed practice, we aim to ensure all disadvantaged pupils achieve positive outcomes and are fully prepared for the next stage of their education and future life

17. Glossary of Terms and Acronyms

Pupil Premium (PP) – Additional government funding provided to schools to improve outcomes for disadvantaged pupils.

FSM – Free School Meals.

FSM Ever 6 – Pupils who have been eligible for Free School Meals within the previous six years.

Quality First Teaching (QFT) – High-quality inclusive classroom teaching that meets the needs of all learners.

Adaptive Teaching – Teaching approaches adjusted responsively to meet differing pupil needs while maintaining high expectations.

Universal Provision – Inclusive teaching and classroom support ordinarily available to all pupils.

SEND – Special Educational Needs and Disabilities.

SENDCo – Special Educational Needs and Disabilities Co-ordinator.

EHCP – Education, Health and Care Plan.

EAL – English as an Additional Language.

SEMH – Social, Emotional and Mental Health.

ASC – Autism Spectrum Condition.

EEF – Education Endowment Foundation.

DfE – Department for Education.

Ofsted – Office for Standards in Education, Children's Services and Skills.

18. Related Policies and Useful Links

This policy should be read alongside:

- SEND Policy
- SEND Information Report

- EAL Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding Policy
- Equality Information and Objectives

Useful Links

- Department for Education Pupil Premium Guidance
- Education Endowment Foundation (EEF)
- Warwickshire SEND Local Offer
- Ofsted Education Inspection Framework

Appendix 1 PP At a Glance

Overview: Updated: 27/09/26

- Number of children on roll: 216
- Number of children receiving Pupil Premium (PP): 24
- Percentage of children receiving Pupil Premium: approximately 11.1%

Attendance Data

- Whole school attendance: 97.2%
- Pupil Premium attendance: 95.4% (for comparison, the national average is 94.8%)

PP Data and Information:

Updated: 27/09/26

Percentage of Pupil Premium (PP) by Year Group:

- Reception: 0/30 = 0.00%
- Year 1: 1/30 = 3.33%
- Year 2: 3/30 = 10.00%
- Year 3: 3/30 = 10.00%
- Year 4: 2/32 = 6.25%
- Year 5: 4/32 = 12.50%
- Year 6: 3/32 = 9.38%

Percentage of Pupil Premium (PP) by Gender:

- Boys: 7 out of 16 (43.75%) - Girls: 9 out of 16 (56.25%)

Intervention Information: Targeted Support

- 1:1 or small-group phonics and reading fluency sessions.
- Maths booster groups focused on number sense and problem-solving.
- Handwriting and fine motor skill support.
- Precision teaching for spelling and high-frequency words.
- Weekly mentoring or check-ins with a key adult for emotional regulation.
- Attendance and punctuality monitoring with incentives for improvement.

Strengths:

- Well established Links and communication with external agencies.
- Regular pupil/ parent meetings/ surveys
- Pupil reviews through pupil progress meetings.
- PP Champion monitors pupil needs, provision, progress as part of whole school M&E timetable.
- PP provision and support in the locality and HAF schemes for school holidays.
- Links with Stratford Food Bank and support for families at Christmas time with food hampers.
- PP pupils targeted for Interventions
- Staff know their pupils well
- Good attendance for PP pupils
- Pupil Voice

Areas for Refining:

Staff CPD around Pupil Premium
Continued promotion of PP and advertising FSM

Stratford upon Avon Primary
PP 'At a Glance'
Autumn 2026-27
Name of PP Lead: Tracey Parton

Additional:

Wider Strategies and Enrichment for Pupil Premium Pupils
(Supporting personal development, wellbeing and equality of access)

All Pupil Premium pupils are entitled to:

- One school trip per year
- One club per year
- One term of music tuition per year
- FSM pupils (excluding post-LACs, unless they apply)

In addition, a range of wider strategies and enrichment opportunities are provided to support personal development and equality of access:

- Funded places at breakfast and after-school clubs to improve attendance and enrichment.
- Subsidised educational visits and residential trips to enhance cultural capital.
- Support with uniform and equipment to ensure inclusion and equality.
- Forest School and outdoor learning sessions to build resilience and teamwork.
- Access to **Rock Steady** bursary for music lessons or creative clubs to promote self-expression.
- Holiday activity funding or Christmas hamper support to promote family wellbeing.
- Priority access to school counselling or wellbeing programmes.
- Parental engagement support through workshops and family learning opportunities.

Progress of Pupils with PP Last Academic Year: 2025-2026

End of EYFS - GLD
School % PP pupils: 100%
National % PP pupils: N/A – not yet published
Y1 Phonics: School 96% PP 100%
National 80% PP 67%
Y4 Statutory Multiplication: School AS = 21.4 PP AS = 14
National AS = 21.0 PP AS = 19.3
End of KS2 - R/W/M
School % of all pupils ARE: R=88% W=91% M=94% PP R=100% W=100% M=100%
National % of all pupils ARE: R=75% W=73% M=75% National PP R=57% W=54% M=55%