

# MONKTON INFANTS SCHOOL



# PUPIL PREMIUM POLICY

**Agreed by Governors:**

Autumn 2025

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**Signed Chair of Governors:**

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**Signed Headteacher:**

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**Next Review:**

Autumn 2026

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# PUPIL PREMIUM POLICY

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## *STATEMENT OF INTENT*

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At Monkton Infants, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

## *LEGAL FRAMEWORK*

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**This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:**

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2024) 'Pupil Premium: Allocations and Conditions of Grant 2023 to 2024'
- DfE (2018) 'Promoting the Education of Looked-after children and Previously Looked-after Children'
- DfE 'What Academies, Free Schools and Colleges Should Publish Online'
- Education Endowment Foundation (EEF) 'The EEF Guide to Pupil Premium'

**This policy operates in conjunction with the following school policies and documents:**

- Equality Information and Objectives Policy
- Whole-school Website Policy
- Pupil Premium Report and Impact Statement
- School Improvement Plan (SIP)

## *ROLES AND RESPONSIBILITIES*

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**The Board of Governors is responsible for:**

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the Pupil Premium Grant (PPG).

## Monkton Infants School

- Maintaining robust oversight of the school's financial affairs.
- Liaising with the Headteacher to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider School Improvement Plan.
- Scrutinising the school's plans for, and use of, its Pupil Premium funding, including reading and reviewing the school's Pupil Premium Statement.

### **The Headteacher is responsible for:**

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable Pupil Premium lead at the school.
- Liaising with the Board of Governors to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider School Improvement Plan.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Formulating and publishing the Pupil Premium Strategy Statement, as required
- Liaising with parents regarding any questions or concerns about the PPG.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

### **The Pupil Premium lead is responsible for:**

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Implementing suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- Conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

## ***PUPIL PREMIUM GRANT ALLOCATION***

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The school adopts the following definitions for PPG eligibility, in line with Government expectations:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years
- **LAC:** Looked-After-Children (LAC) in the care of the Local Authority
- **PLAC:** previously Looked-After before leaving Local Authority care.
- **Service children:** pupils who meet one of the following criteria:
  - One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census in the past six year

## Monkton Infants School

- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

**For the financial year 2025 to 2026, grant allocations are as follows:**

| <b>Disadvantaged pupils</b>   | <b>PPG amount per pupil</b> |
|---|-----------------------------|
| Pupils in Reception to Year 2 who are recorded as ‘FSM’, including those who have been eligible over the past 6 years | £1,515                      |
| LAC/ PLAC as defined in the Children Act 1989 – children who are/were in the care of an English LA                    | £2,630                      |
| <b>Service children</b>   | <b>SPP amount per pupil</b> |
| Any pupil in Reception to Year 2 recorded as a ‘service child’  | £350                        |

The school will receive its PPG funding directly from ESFA.

### ***OBJECTIVES***

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**The school has the following objectives with regards to its use of the Pupil Premium Grant:**

- To provide additional educational support to raise the achievement of pupils in receipt of the Pupil Premium Grant
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the Pupil Premium Grant reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils

### ***HOW THE PUPIL PREMIUM GRANT IS SPENT***

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Under the ESFA’s terms of the Pupil Premium Grant, the school only spends the funding in the following ways:

- For the benefit of pupils registered at the school
- On community services whose provision furthers any benefit for pupils at the school

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and ‘menu of approaches’ set out by the government in ‘Using pupil premium: guidance for school leaders’, and focussed on the three areas below:

- High-quality teaching, particularly in English and maths, e.g. through staff professional development, recruitment and retention
- Targeted academic support, such as tutoring

## Monkton Infants School

- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the Pupil Premium Grant within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

### ***LONG TERM STRATEGY FOR SUCCESS***

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**The school has a long-term strategy to ensure it maximises the use of Pupil Premium Grant funding. As part of its strategy, the school maximises the use of the Pupil Premium Grant by:**

- Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium Grant recipients and ensure the implementation of this policy.
- Ensuring Pupil Premium Grant funding and spending can be identified within the school's budget.
- Assessing the individual provisions required for each pupil in receipt of the Pupil Premium Grant.
- The school explores evidence-based summaries of Pupil Premium Grant use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.
- The school will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.
- The school makes decisions about Pupil Premium Grant spending that demonstrably illustrates its use of evidence-based research.

**When researching and implementing Pupil Premium Grant use, the school focuses on approaches that:**

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

## Monkton Infants School

### **The school also chooses approaches that emphasise:**

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals (Looked After children)
- A child-centred approach to assessment for learning.

### ***A TIERED APPROACH TO PPG SPENDING***

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The school will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

1: Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school will spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Maintaining smaller class sizes with favourable teacher: pupil ratio

2: Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school will spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

3: Wider strategies are used to overcome non-academic barriers to success. The school will spend the PPG on the following wider strategies:

- Parent/ child workshops
- Attendance initiatives

### ***USE OF THE LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED AFTER CHILDREN (PLAC) PREMIUMS***

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- The LAC premium is managed by the LA's designated Virtual School Head (VSH).

## Monkton Infants School

- The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- PLAC premium is allocated directly to the school.
- LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

### ***EXAMPLE INTERVENTIONS***

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#### **The school may utilise the following achievement-focussed interventions:**

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

#### **The school may utilise the following communication-focussed interventions:**

- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of off-site trips and experiences

### ***USE OF THE SERVICE PUPIL PREMIUM (SPP)***

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The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

The school will not use the SPP to subsidise routine school activities.

### ***ACCOUNTABILITY***

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- Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed at the end of each term. The progress of pupils in receipt of the PPG is regularly discussed with classteachers.

## Monkton Infants School

- Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the Pupil Premium-eligible cohort.
- The school will publish its Strategy Statement for using the Pupil Premium Grant on the school website by 31<sup>st</sup> December, using the DfE template.

### ***REPORTING***

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- The Headteacher reports annually to the Board of Governors regarding how effective Pupil Premium Grant spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the Headteacher and the Board of Governors.
- Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.
- For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

### ***PUPIL PREMIUM REVIEWS***

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If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a Pupil Premium review to objectively evaluate the Pupil Premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a Pupil Premium review.

| <b><u>FUNDING INFORMATION</u></b>                         |           |
|---|-----------|
| <b>Financial year</b>                                     | 2025/2026 |
| <b>Total number of pupils on roll</b>                     | 119       |
| <b>Total number of pupils eligible for PPG</b>            | 70        |
| <b>Total PPG received: <i>based on 2024 census</i></b>    | £104,535  |
| <b>Number of pupils eligible for LAC and PLAC premium</b> | 0         |
| <b>Total LAC and PLAC premium received</b>                | 0         |
| <b>Number of pupils eligible for SSP</b>                  | 0         |
| <b>Total SSP received</b>                                 | 0         |
| <b>Total Pupil Premium Grant</b>                          | £104,535  |

***PUPIL PREMIUM GRANT SPENDING 2025 – 2026***

| <b><u>Strategy / Area</u></b>  | <b><u>Approximate Cost</u></b>   |
|--|--|
| <b><u>Staff</u></b> <ul style="list-style-type: none"> <li>Continued employment of an additional Classteacher to increase staff to pupil ratio</li> <li>One-to-one Tuition - 1 x TA to support targeted pupils</li> <li>One-to-One Tuition - 1 x HLTA Time to deliver specific interventions to targeted pupils / provide classroom support</li> </ul>                   | <p>£39,556</p> <p>£26,823</p> <p>£31,536</p> <p><b>Total: £97,915</b></p>                |
| <b><u>Learning</u></b> <ul style="list-style-type: none"> <li>Handwriting resources, including staff CPD training, to address the gap in the attainment of disadvantaged pupils with a focus on pencil grip and letter formation</li> <li>Reading interventions and resources</li> </ul>   | <p>£1,000 Training and Resources</p> <p><b>Total:£1,000</b></p>                          |
| <b><u>Welfare</u></b> <ul style="list-style-type: none"> <li>Provision of Reading Book Bags &amp; water bottles</li> <li>Continued services of Local Authority Attendance Enforcement Team</li> </ul>  | <p>£500</p> <p>£500</p> <p><b>Total: £1,000</b></p>                                      |
| <b><u>Extending School Time</u></b> <ul style="list-style-type: none"> <li>After-School Clubs to support learning experiences</li> </ul>   | <p><b>£1,000</b></p>   |
| <b><u>Parental Involvement</u></b> <ul style="list-style-type: none"> <li>Family Workshops - to actively involve parents/carers in supporting their children's learning at school, Early Reading / Maths based.</li> <li>Family Evenings, each year groups – to include a story and related activities, to increase parental involvement in school / learning</li> </ul> | <p>£1,000 Resources</p> <p>£1,000 Resources and Staffing</p> <p><b>Total: £2,000</b></p> |
| <b><u>Educational Visits / Visitors</u></b> <ul style="list-style-type: none"> <li>To provide enrichment activities and to enhance curriculum provision</li> </ul>   | <p><b>£1,620</b></p>   |
| <b>TOTAL</b>   | <b>£104,535</b>  |