



PUPIL PREMIUM POLICY

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Responsible Management Committee (MC)	Curriculum
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Contents

1. Aims	1
2. Legislation and guidance	1
3. Purpose of the grant	2
4. Use of the grant	2
5. Eligible pupils	3
6. Roles and responsibilities	5
7. Monitoring arrangements	6
8. Links with other policies	6

1. Aims

This policy aims to:

- Provide background information about the Pupil Premium grant so all members of the school community understand its purpose and which pupils are eligible.
- Set out how the school will make decisions on Pupil Premium spending.
- Summarise the roles and responsibilities of those involved in managing the Pupil Premium in school.

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2024 to 2025](#), 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](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

Within this guidance, the school is required to publish:

- How the Pupil Premium allocation was spent

- The impact of that expenditure on eligible and other students

In line with conditions of the pupil premium grant, HPRS is also required to publish a 'strategy statement' each academic year, information in this document includes:

- The school's Pupil Premium allocation
- A summary of the main barriers to educational achievement faced by eligible pupils
- How the Pupil Premium is spent to address these barriers, with reasoning
- How the school measures the impact and effect of its Pupil Premium expenditure
- The date of the school's next review of its Pupil Premium strategy

A copy of the HPRS Pupil Premium Strategy can be found on the school website: [Policies - HPRS](#)

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.

Herefordshire Pupil Referral Service (HPRS) will use the grant to support these groups to narrow any achievement gaps by:

- Providing additional educational support to raise achievement
- Addressing underlying inequalities between pupils, as far as possible
- Increasing access to information, guidance, and opportunities for pupils

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 also be used to help improve pupils' progress and attainment so they can reach their full potential.

4. Use of the grant

When researching and implementing the Pupil Premium grant, the school focuses on approaches and strategies that:

- Are consistent in implementation, whilst remaining flexible and responsive
- Support the achievement of both short and long-term goals
- Support pupils through key transitional phases
- Increase the quality of curriculum delivery and curriculum development

To assess the effectiveness of chosen approaches and strategies accessed through the use of the Pupil Premium grant, HPRS will measure impact through:

- Improvement in national tests and assessments
- Improvement in attendance
- Improvement in behaviour at school
- Improvement in behaviour out of school (e.g. days lost through suspension)
- Improvements in aspirations and engagement with post-16 education

As such, HPRS has identified the following challenges and intended outcomes which will be of benefit to our pupils:

Challenge	Intended Outcome
Attendance	Attendance levels for disadvantaged learners are at levels which enable full access to the curriculum, facilitating educational progress
Access to Education	Learners who join HPRS beyond the start of the academic year are provided with the opportunity to catch up on missed learning.
Language	Improved language comprehension for learners so they can independently comprehend subject specific texts with challenging terminology.
Attainment	Improved attainment levels for learners across GCSE subjects, relative to their specific individual starting point established through baseline assessments.
Mental Health	To achieve and sustain improved mental health and wellbeing for all learners, including those who are disadvantaged.
Cultural Capital	To facilitate access to a range of enrichment opportunities which broaden life experiences and aspirations for all learners.
Study Skills	Learners develop the skills (confidence, problem solving, revision, etc.) to maximise the likelihood of successful GCSE achievements.
Behaviour	Learners develop the skills and strategies which support consistent and effective behaviour regulation both inside and outside of school.

5. Eligible pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils in years 7-11. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals 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 FSM in the most recent January 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, 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 January census who were:

- 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 January 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 January census
- In receipt of a child pension from the Ministry of Defence because 1 of their parents died while serving in the armed forces

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6. Roles and responsibilities

6.1 Headteacher and senior leadership team

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 grant 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 Management Committee

The management committee 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 Teaching Staff

All teaching staff are responsible for:

- Maintaining the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to the highest standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

6.4 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 Senior Assistant Headteacher, with amendments shared with the management committee. Adjustments to Pupil Premium allocations will be made according to the effectiveness each approach/strategy has been in narrowing school achievement gaps.

Increased funding that becomes available under the Pupil Premium Grant will be taken into account in the annual review, and within the HPRS School Improvement Plan.

8. Links with other policies

This policy is linked to:

- HPRS Pupil Premium Strategy Statement