



WILLIAM BARNES PRIMARY SCHOOL

PUPIL PREMIUM POLICY

Reviewed by FPP:	March 2026
Approved by the Full Governing Body:	29.06.2026
Next review due:	May 2028

The pupil premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling sixyear period. At William Barnes Primary, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups such as those who have (or have previously had) a Social Worker; young carers and persistent absentees as our target children to

‘close the gap’ regarding attainment.

The amount of Pupil Premium funding a school received is calculated according to the number of pupils who meet the eligibility criteria set by the Government. At William Barnes Primary this is approximately 26% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Context

When making decisions about using Pupil Premium funding, it is importance to consider the context of the school and the subsequent challenges faced. Some common barriers to learning for disadvantaged children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas of need across the school.

Governor responsible for Pupil Premium:

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this included ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged/vulnerable. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Provisions

The range of provision the Governors consider for this group could include:

- ELSA to reduce/address barriers and develop a sense of belonging.
- Providing small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning or other skills that may create barriers to learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through trained teaching assistants or external agencies.
- All our work through Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources may be used to target children on FSM to achieve achievement at Greater Depth.
- Transition from Primary to Secondary.
- Financial support for extra-curricular activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and widen their experiences.
- Support the funding of specialist learning software and devices required to use it.
- PE provision; music provision and behaviour support.

The list is not exhaustive and will change according to the needs and support our vulnerable pupils require.

Reporting

It will be the responsibility of the Head Teacher, or delegated member of staff to produce regular reports for the Governing Body, which will include:

- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with the other forms of support.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of “narrowing the gap”, for vulnerable pupils. This task will be carried out within the requirements published by The Department for Education and will appear on the school website.

William Barnes



Where every child counts

School Context	
Rural Setting with valued Traditional Events An Inclusive School, serving a Diverse Community Mobile cohorts Limited public transport	Expanded Agricultural Community Local Authority Maintained School Thriving Community Hub Local Opportunities for Sport

Our curriculum philosophy

What do we believe makes a good curriculum?

- Inclusion
- Progression through a carefully-sequenced curriculum
- Preparing pupils for life-long resilience, mental and physical wellbeing
- A connected, relevant, personalised, broad, balanced and rich curriculum
- Strong relationships with all stakeholders

How do we deliver it?

- Growth Mindset Ethos
- Community Links
- Sequenced Curriculum
- High Quality Learning Behaviour
- Positive Relationships

Our curriculum threads:

- Passion for reading
- Outdoor Education and Environment
- Cultural Capital
- Oracy and Vocabulary
- Mental and Physical Wellbeing
- Widening Opportunities for All

The National Curriculum

For further information about each curriculum area, please see our Subject Statements.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates/attainments.
- Enhance enrichment, engagement and expectations.

This list is not exhaustive and will change according to the needs and support required.

Achieving These Objectives

The range of provision the Head Teacher and Governors consider making for this group include but is not exclusively:

- 1 – 1 support;
- Small-group support;
- Additional T&L opportunities provided through trained TAs/external agencies;
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations;
- Pupil Premium resources are used to target children on free school meals to achieve age related expectations or above;
- Transition between Key Stages, and from Primary to Secondary;
- Additional learning support;
- Financial contribution to activities, educational and residential visits, ensuring first-hand experiences to use in their learning in the classroom and wider understanding of the world;
- Support the funding of specialist learning software or other resources;
- PE/outdoor activities provision;
- Music provision;
- Behaviour support; □ Pastoral support.