


High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Promoting Wellbeing & Safety		
Pupil Premium & Disadvantaged Learners Policy		
Last Update: September 2025	Responsible: Principal	Page: 1 of 6

This policy promotes ACE because;	
	<p>This policy promotes a whole-school commitment to disadvantaged pupils aged 5–19, ensuring they are valued, known individually, and supported to achieve academically, socially, and personally. High expectations are maintained, barriers are addressed, and every pupil is given opportunities to flourish, guided by the ACE ethos of Adaptive thinking, Communication, and Emotional wellbeing.</p>

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1. Background to the Pupil Premium

Pupil Premium funding is provided by the Government to raise the achievement of disadvantaged pupils and to close the attainment gap between them and their peers.

Funding is allocated for:

- pupils eligible for Free School Meals (FSM) now or within the last six years (Ever6)
- children who are looked after (CLA) or previously looked after (PLAC)
- children adopted from care

- service family children (Service Pupil Premium)

The funding is intended to support disadvantaged pupils to achieve strong academic outcomes, support wider wellbeing and remove barriers to learning.

Note:

Pupil Premium funding applies to ages 5–16.

For students aged 16–19, additional support is provided through:

- 16–19 Disadvantage Funding
- The 16–19 Bursary Fund

This policy applies to *all* funding streams supporting disadvantaged learners from ages 5–19.

2. Overall Objectives

We will ensure that:

- funding reaches pupils for whom it is intended
- the attainment gap is narrowed at every phase: primary, secondary and post-16
- disadvantaged pupils make accelerated progress where required
- barriers to learning—academic, pastoral, social or emotional—are removed
- the impact of interventions is measurable and evidence-informed
- spending aligns with the DfE's 'menu of approaches' and EEF research
- the success of strategies is regularly reviewed and publicly reported

3. Publication of the Pupil Premium Strategy

We will publish a Pupil Premium Strategy Statement by 31 December each year, following the statutory DfE template.

The statement will:

- identify barriers faced by disadvantaged pupils
- outline how funding will be used and why
- set out intended outcomes and success measures
- provide impact reporting for the previous academic year
- include spending for:
 - Pupil Premium (5–16)
 - Service Pupil Premium
 - 16–19 Disadvantage Funding (where applicable)

- Bursary Fund use and oversight
- state the next review date

Where appropriate, the strategy will cover a three-year cycle, with annual updates.

4. Phase-Specific Approach (Primary, Secondary, Post-16)

Because we are a 5–19 school, we recognise that barriers change as pupils move through each educational phase.

Primary (5–11)

We will focus on:

- early language development
- early reading and phonics
- basic number skills
- social and emotional development
- play-based and early intervention strategies
- strengthening home–school engagement

Secondary (11–16)

We will focus on:

- subject-specific tuition and targeted catch-up
- Key Stage 3 reading and vocabulary development
- GCSE preparation and revision programmes
- attendance and behaviour mentoring
- mental health and wellbeing support
- reducing the risk of exclusion

Post-16 (16–19)

Although Pupil Premium ends after Year 11, we will ensure that disadvantaged post-16 students receive targeted support through:

- 16–19 Disadvantage Funding
- Bursary support for essential educational costs
- academic mentoring for Level 2/Level 3 qualifications

- careers guidance and employability coaching
- UCAS, apprenticeship and vocational pathways support
- retention and progression monitoring to prevent NEET outcomes

5. Addressing Barriers to Learning

Barriers may include:

- low prior attainment
- literacy and numeracy gaps
- attendance or punctuality challenges
- wellbeing or mental health needs
- lack of access to learning resources
- SEND or additional learning needs
- family or financial pressures
- service family mobility or deployment factors

We will identify barriers for each learner and tailor interventions accordingly.

6. How Funding Will Be Allocated

- PP funding will be clearly identifiable in the school budget.
- Leaders will allocate funding following a needs analysis, prioritising pupils with the greatest need.
- Provision will be evidence-based and reflect best practice from the EEF and DfE.
- Funding may be used to support other vulnerable pupils not formally eligible, where disadvantage is identified.

7. Provision Across the School

Provision may include:

High-Quality Teaching

- CPD for staff in evidence-informed practice
- literacy and numeracy interventions
- curriculum support to ensure accessibility for all pupils

Targeted Academic Support

- small-group or 1:1 tutoring (including National Tutoring Programme)
- speech and language therapy
- reading interventions
- subject-specific catch-up (particularly in Y7 and GCSE years)

Wider Pastoral and Wellbeing Support

- mental health and counselling support
- behaviour mentoring and restorative approaches
- enrichment activities to broaden cultural capital
- transitions support:
 - KS2 → KS3
 - KS4 → KS5
 - KS5 → higher education/apprenticeship/employment

Support for Service Pupils

- emotional and pastoral support during deployment
- support for moving schools
- peer support programmes

Post-16 Specific Support

- bursary allocations
- travel, equipment and study support
- UCAS, careers and apprenticeship guidance
- employability and work-experience opportunities

8. Improving Day-to-Day Teaching

To ensure consistently strong teaching, we will:

- maintain high expectations in every lesson
- reduce within-school variation in delivery
- share best practice internally and through external networks

- moderate assessments for accuracy
- ensure curriculum planning meets disadvantaged learners' needs

9. Monitoring, Evaluation and Review

We will use a wide range of data to evaluate impact:

- progress and attainment
- attendance and punctuality
- behaviour and exclusion data
- pupil/student voice and parent voice
- work scrutiny and observations
- wellbeing indicators
- post-16 retention, progress and destinations

Assessments will be reviewed regularly, and interventions will be adapted where they are not having sufficient impact.

10. Governance and Accountability

- A named governor will have responsibility for Pupil Premium.
- The Headteacher will report to governors termly on:
 - spending
 - impact
 - progress toward closing gaps
 - future priorities
- Governors will challenge leaders to ensure funding is spent effectively.
- An annual statement will be published on the website in line with statutory guidance.

11. Appeals

Any appeals regarding this policy or decisions relating to Pupil Premium and disadvantaged funding will be considered through the Governing Body's Complaints Procedure.