Being the best we can be

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS INFANT AND JUNIOR SCHOOL

POLICY FOR PUPIL PREMIUM

REVIEWED SEPTEMBER 2026

POLICY FOR PUPIL PREMIUM

The effective use of the pupil premium grant is integral to our vision statement: unlimited vision…unlimited ambition…unlimited opportunity. All pupils are regarded as unique individuals and receive both challenge and support designed to meet their needs.

BACKGROUND AND LEGAL CONTEXT

Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes; ill health, family stress, low levels of parental education and parental involvement in their education and low aspirations. As a result, nationally there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close the gap. Entitlement to Free School Meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year on year is allocated to schools for each pupil registered for FSM at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel The Department of education has stated that schools: 'are free to spend the pupil premium s they see fit'. However, as with all public money schools are required to spend their grant for the purpose that it was intended and will be held accountable through the following:

1. The performance tables showing the performance of disadvantaged pupils compared with their peers
2. The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those attached to the pupil premium
3. The annual reports for parents that schools publish online

PRINCIPLES

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and progress of all pupils.
- All teaching and learning strategies are focused to meet the needs of individuals and groups. Additional support is integrated into the teaching programme
- Self-evaluation and research are used in order to allocate funding to activities that are likely to have the most impact on achievement.
- In providing support we will not socially isolate pupils – therefore it is likely that most groups receiving additional support will be a mix of FSM and non-FSM pupils
- All staff are expected to have an in-depth knowledge of the pupils they teach and support.

In line with research undertaken by the NFER, the Orchards will undertake the following approach to support the improvement in achievement of disadvantaged pupils.



WHOLE SCHOOL ETHOS OF BEING THE BEST YOU CAN BE - a firm belief that everyone can succeed



BEHAVIOUR AND ATTENDANCE - we will ensure that we apply effective behaviour strategies and address any attendance issues



HIGH QUALITY TEACHING FOR ALL - setting high expectations and effective quality assurance processes



MEETING INDIVIDUAL NEEDS - seeking the best strategies based on a clear knowledge of individual children and their specific needs



EFFECTIVE STAFF DEPLOYMENT - ensuring the best allocation of staff and associated professional learning for all supporting learners



USING DATA EFFECTIVELY - analysing performance of individuals and groups to provide effective feedback on progress



RESPONSIVE LEADERSHIP - leading by example, investing in training and having high aspirations for all

EVALUATING IMPACT

The Trustees will approve the overall strategy for deploying pupil premium and evaluate its impact through the data analysis process provided by the Headteacher.