

# **Brandwood Community School**

## **Pupil Premium Grant Policy**

**Approved by the Pupil Premium Grant Governor Committee - October 2025**  
**Review Date - October 2026**

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### **Introduction**

At Brandwood Community School, staff and the governing board accept responsibility for those learners recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Consequently, we strive to ensure every learner who is considered to be disadvantaged is valued, respected and encouraged to develop to his or her full potential, irrespective of disadvantage.

### **Background to the Pupil Premium Grant**

Introduced in April 2011, the Pupil Premium Grant is now an established government initiative that provides additional funding aimed at learners from low income backgrounds. Research shows that learners from low income families are at an increased potential risk of underachieving and generally have a lower starting point when compared to their advantaged peers. The Pupil Premium Grant (PPG) is provided in order to support these learners in reaching their potential by accelerating their progress. However, we also recognise that we have some families who are on the borderline of disadvantage and take this into account when making comparisons.

The government has collated the number of learners entitled to Free School Meals and those who are Looked After or Previously Looked After (LAC and PLAC) as an indicator for deprivation. The PPG is for low income families that are eligible for FSM (Free School Meals). This category now includes any learner that has been registered for FSM in the past six years (known as 'Ever 6 FSM') and those who are LAC or PLAC. A premium has also been introduced for learners whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social wellbeing of these learners. Each year, PPG funding is based on the number of FSM learners, LAC or PLAC and children of service families on the school roll during January census week.

In April 2015 the Government also introduced the Early Years Pupil Premium, which is aimed at providing additional funding and support for disadvantaged learners in Nursery. This funding is provided to support these learners to be 'school ready' when they enter Reception. Closing the gap in school readiness is crucial given its strong impact on future life chances. The Local Authority identifies and informs school of eligible learners and ensures that funding is transferred.

School can spend their PPG on learners who do not meet the eligibility criteria but need extra support, for example learners who are or used to be in contact with a social worker or learners acting as a carer.

### **Main Objectives**

Evidence suggests that pupil premium spending is most effective when used across the following three tiers:

- ◇ High-quality teaching, such as staff professional development
- ◇ Targeted academic support, such as tutoring
- ◇ Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support

It is our intention to ensure that all learners make excellent progress across the curriculum, regardless of their home background or the barriers they may face, including those who are more able, have a Special Educational Need or Disability (SEND) or have arrived recently to the country and are learning English as a new language. The main aim of our pupil premium (PP) strategy is to ensure all learners who are PP meet this ambitious goal and we are fully committed to meeting their pastoral, social and academic needs in order to do so. Consequently, we strive to ensure every learner who is considered to be PP is actively encouraged to have high aspirations and develop to his or her full potential, irrespective of socio-economic circumstances.

The provision of high-quality teaching and learning is consistently the main focus of our approach for all PP learners and due to the experience demographic of our teaching team (14% ECTs) there is a coaching support model in place that is further enhanced by teacher or tutor-led group intervention that is regularly reviewed and delivered in response to QLA outcomes. Research shows that this approach has the most impact on closing the PP attainment gap.

We have a complex PP learner population: there are 27% with SEND (compared to 9% of Non-PP), and 6% who are INAs (international new arrivals) learning English as a new language. Therefore, the systems of support for some of these learners are often quite individualised but are based on the principle of optimising progress for all and are regularly reviewed to ascertain effectiveness.

Our PP leadership team and staff at all levels will ensure that the Pupil Premium Grant funding reaches the groups of learners for whom it is intended, including those who are LAC and PLAC, to boost their attainment and progress and ensure all their needs are met. There are other vulnerable learners, such as those with social work involvement who will also be supported by the strategies outlined, regardless of whether or not they are in receipt of the Pupil Premium Grant. In general, this group of learners, amongst others, often also need additional emotional support systems, access to bespoke before and after school support arrangements, according to need and strategies to improve attendance and punctuality so they can access our planned PP provision.

Our PPG strategy objectives are focused on the recent outcomes of PP monitoring, rigorous data analysis and self-evaluation that identifies the areas in which PP learners require the most support most commonly but also individually, where necessary:

- ◇ Ensure all staff are fully aware of and committed to the PP strategy and their responsibilities within it via appraisal, PP learner progress reviews and CPD
- ◇ Plan to ensure all PP learners, including the more able, are suitably challenged and make progress
- ◇ Fully utilise all opportunities to narrow the PP gap in the EYFS in terms of speech and language and physical development and harnessing parent and carer support at the earliest opportunity
- ◇ Maintain and improve further PP phonics and reading attainment in EYFS and KS1 particularly
- ◇ Sustain PP reading, writing and maths attainment and progress across all year groups
- ◇ Devise individualised support for PP learners with specific needs, including those learning English as a new language and those requiring additional support due to barriers such as attendance, learning, social, emotional etc. that impact on their engagement, progress and attainment

### **Provision**

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of our PP learners. Tracking and data analysis will be used to look strategically at the needs of PP learners and our school provision so that the needs of all learners are identified and met.

Planning allocation of PPG funding is based on the following principles:

- ◇ Investment in the coaching and CPD of all classroom-based staff to enhance the quality of teaching and learning provision and motivation and skills of staff at all levels.
- ◇ Provision of high-quality teaching and learning opportunities, planned support and interventions that meet the needs of all PP learners to accelerate progress expediently and subsequently raise their attainment despite their low starting points, wherever possible.
- ◇ Raised staff awareness of current gaps in PP attainment and progress both in-house and when compared to national averages and schools with a similar context.
- ◇ PPG funding and corresponding appropriate level of support will be allocated following a current needs analysis, which will highlight the precise support necessary for groups and individual PP learners, so the type of support provided may vary dependant on the individual needs.
- ◇ In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged and vice versa in some cases; it is also our intention that Non-PP learner attainment will be sustained and improved.
- ◇ Expanding the experiences of PP learners via high quality curriculum enhancement learning opportunities to contextualise the curriculum and develop vocabulary via first-hand experiences.

### **Accountability**

School has the freedom to spend the pupil premium in a way that will best support the raising of attainment for our disadvantaged pupils. An annual report is produced called a strategy statement which identifies how the pupil premium funding has been used and the impact it has had on pupil attainment and progress.

- The Pupil Premium Grant will be clearly identifiable within the budget
- The Head Teacher, in consultation with the governing board and staff, will decide how the Pupil Premium Grant is spent for the benefit of the entitled learners, funding will be allocated following a needs analysis which will identify priority groups or individuals
- In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged, underattaining or underachieving, we also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals
- We reserve the right to allocate the Pupil Premium Grant funding to support any groups of learners the school has legitimately identified as being socially disadvantaged
- The school will identify the additional provision made for the individual learners through careful planning and regular evaluation of measurable impact
- The school will be accountable for how it has used the additional funding to support the achievement of all those learners covered by the Pupil Premium Grant on a termly basis
- The Senior Leadership Team and governing board will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled learners on a termly basis
- We will monitor, evaluate and review the success of the impact of the Pupil Premium Grant funding with a particular emphasis on how well the gaps are narrowing both within the school and in comparison to national trends with specific reference to learners eligible for the Pupil Premium Grant

## **Reporting Outcomes**

It will be the responsibility of the Head Teacher, supported by the PPG Leads, to produce regular reports for the governing board. The Head Teacher will report to the governing board and parents and carers via a PPG Strategy Statement to demonstrate that the funding meets the requirements of the conditions of the grant each year. It must include:

- An overview of the funding allocated
- Details of the challenges PP learners at school may face
- The intended outcomes of the grant
- How school plans to use the Pupil Premium Grant
- The outcomes of the previous year
- Programmes used to support PP learners

The DfE template is used and the PPG strategy is published on the school website and is attached to this policy.

## **Appeal**

Any appeals against this policy will be through the school complaints procedure.

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