

Pupil Premium Policy

Review of Policy	Autumn 2025
Members of staff responsible	Head Teacher
Policy History	Ratified
People involved	Head Teacher – Katherine Seymour LGB
Signed by Chair of LGB	
Date	18/09/25
Date for Review	Autumn 2026

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that 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 has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2023) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- [Maintained schools] DfE (2023) 'What maintained schools must publish online'
- [Academies] DfE (2023) 'What academies, free schools and colleges should publish online'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to the Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- CIC Policy
- Pupil Premium Report and Impact Statement
- School Development Plan (SDP)

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.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

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

4. Use of the grant

Decisions on how to use the pupil premium in your school are informed by pupil outcomes, parent/carer/pupil engagement and by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#). We have used this research to develop the 4-stage approach to the strategy:

1. Diagnose Pupils' Needs (IEPs/PCR/parental feedback, assessment and attendance data, behaviour records, medical and other professional advice)
2. Evidence (review of specialist interventions – referring to EEF Teaching and Learning toolkit)
3. Implementation (PP plan as part of School development plan, specific interventions on IEPs)
4. Monitor and Evaluate (PCR process and data evaluation)

Wyvern Academy is a special school for 90 pupils with PMLD/SLD/Complex Autism. Key Barriers to future attainment are often due to communication, emotional regulation, personal development, and sensory regulation needs.

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community services whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in '[Using pupil premium: guidance for school leaders](#)', and focussed on the three areas below:

- 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

Some examples of Interventions used are:

- Providing one-to-one or small-group support
- Employing extra teaching assistants
- Providing extra tuition where needed (for example, additional communication groups, literacy and numeracy)
- Funding educational trips and visits
- Funding uniform and educational equipment
- Providing Parental and family support

- Providing wellbeing interventions (for example, ELSA, music therapy, drama therapy, play, dance therapy)
- Training for staff to provide interventions.
- Providing electronic aids to support access to the curriculum (for example, ipads)

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here:

<https://wyvernacademy.co.uk/ofsted/pupil-premium/>

5. Eligible pupils

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils of families with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
 - The LAC premium will be managed by the LA's designated VSH.
 - The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
 - The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.
 - PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- **Service children:** pupils who meet one of the following criteria:
 - One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)

- They have been registered as a 'service child' on a school census in the past six years
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.
- The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:
 - Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
 - Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
 - Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
 - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
 - School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.
- The school will not use the SPP to subsidise routine school activities.

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 that it is implemented across the school.
- Ensuring that 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 information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The local governing board 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 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority.
- Making sure methods for allocating and spending ensure that looked after children benefit without delay.
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way.
- Demonstrating how pupil premium funding is raising the achievement of looked after children.

Virtual school heads oversee promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the FGB. At every review, the policy will be shared with the governing board.