



Pupil Premium Policy

February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces

- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- 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 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.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- 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 local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. 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. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
Communicating with and supporting parents	

Appendix B: Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil Premium Strategy Statement

Buckland CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102 + 11 Nursery
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2 of 3
Date this statement was published	Nov 25
Date on which it will be reviewed	Nov 26
Statement authorised by	Emma Brown
Pupil premium lead	Emma Brown
Governor / Trustee lead	Kayleigh Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,270
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,270

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our goal is for our Pupil Premium pupils to make strong progress, achieve highly across all subjects and enjoy a wide range of enrichment and extracurricular opportunities.

We maintain high expectations for every learner, ensuring that disadvantaged pupils are challenged, supported and given equitable access to ambitious learning experiences. We are dedicated to supporting their development into wise, responsible and compassionate individuals who thrive emotionally, socially and academically. Research shows that the most effective way to help disadvantaged pupils succeed is through high-quality teaching, complemented by targeted academic interventions that address specific learning needs - such as small-group sessions closely linked to classroom learning and the curriculum. At Buckland, we strive for our Pupil Premium students to leave school as resilient, confident and ambitious young people who have discovered their unique potential, honed their skills and talents and are fully equipped to flourish in the next stage of their education and beyond.

We sustain successful approaches by embedding them in whole-school practice, investing in continuous staff training and maintaining clear systems for monitoring, adaptation and review. Ongoing professional development and capacity-building reduce reliance on individual staff and ensure a consistent implementation model across year groups.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional stability - Some pupil premium pupils experience emotional regulation challenges linked to low confidence or limited coping strategies, leading to anxiety, withdrawal or disruption that impacts engagement, relationships and learning.
2	Friendships - Some pupil premium pupils find it difficult to form and maintain positive peer relationships, which can impact their confidence, sense of belonging and engagement in learning.
3	Focus on learning - Some pupil premium pupils struggle to sustain attention and remain on task, which limits their progress and ability to fully engage with classroom activities.
4	Family issues - Some pupil premium pupils are affected by family-related challenges, which can disrupt routines, emotional wellbeing and their ability to engage consistently in school.
5	Aspirations, motivation and self-belief - Some pupil premium pupils show lower ambition, confidence and intrinsic motivation, limiting their willingness to take risks in learning and their belief in their ability to succeed.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will understand their feelings and begin to self-regulate.	Pupils can recognise and manage their emotions effectively, demonstrating improved self-regulation, behaviour, and readiness to learn.
Pupils will sustain supportive relationships.	Pupils build and maintain positive, supportive relationships with peers and adults, demonstrating empathy, respect, and cooperation.

Pupils can sustain focus and attention.	Pupils demonstrate improved focus and attention in lessons, enabling sustained engagement and effective learning.
Families feel well supported and confident in working with the school.	Families report feeling well supported, engaged, and confident in working with the school to promote their children's well-being and progress.
Pupils believe they can achieve and have many future options.	Pupils show increased confidence, motivation, and aspiration, believing in their ability to succeed and recognising a wide range of future opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed structured oracy practices across teaching and learning	Strong oracy instruction reduces vocabulary gaps and enhances engagement, enabling disadvantaged pupils to access challenging content and participate confidently in learning.	3 and 5
Further embed Rights Respecting practices; introduce SEL strategies (EYFS and KS1), and character awards to build a socially motivated and collaborative classroom culture.	Structured approaches such as Rights Respecting practices, Social and Emotional Learning and character recognition strengthen classroom climate, improving empathy, collaboration, intrinsic motivation, and engagement.	1-5
Additional teacher time in class supported by a TA	Additional teacher time in class, supported by a well-trained teaching assistant, enhances targeted instruction and feedback - leading to improved progress and outcomes.	3 and 5

Provide targeted CPD to strengthen classroom practice, ensuring consistently high-quality teaching across the school.	Research consistently shows that high-quality teaching has the greatest impact on pupil outcomes.	3 and 5
Social and Emotional Curriculum training	Research consistently shows that high-quality Social and Emotional Learning (SEL) training for staff enhances pupils' emotional well-being, engagement, and academic progress-particularly benefiting disadvantaged learners by helping close attainment gaps.	1 and 2
Pre and post breaktime debrief	Structured pre- and post-breaktime debriefs support pupils' emotional regulation, readiness to learn, and positive behaviour.	1 and 2
Behaviour management training	Specialised behaviour management training, such as that provided by the Mulberry Bush who school are working closely with, enhances staff expertise in trauma-informed and relational approaches - leading to improved pupil behaviour, emotional well-being, and engagement.	1,2,3,5
Consistent delivery of RWI phonics programme	High-quality phonics training, significantly improves early reading, writing, and spelling outcomes-particularly supporting disadvantaged pupils to make faster progress and close literacy attainment gaps.	3 and 5
Utilise highly effective teachers to model best practice and provide coaching to colleagues.	Evidence shows that coaching incorporating clear modelling, practice, and feedback can significantly improve classroom practice (EEF).	3 and 5
Promote active pupil participation in lessons through structured techniques such as choral responses, turn-and-talk and full-sentence answers supported by sentence starters. Increase pupil talk and active participation through the "I do, we do, you do" model.	Active engagement strategies help pupils rehearse language, reduce cognitive load and increase the proportion of pupils participating - especially those at risk of disengagement.	3 and 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support to ensure expected standards are met in core areas. This includes children who are high-attainers to ensure they meet their targets.	Children benefit from small group support and individualised teaching that targets specific learning needs, builds confidence, and accelerates academic progress.	3 and 5
Regular progress monitoring	Frequent assessment and timely feedback are among the most effective strategies for improving pupil progress, enabling teachers to identify gaps, tailor instruction and accelerate learning.	3 and 5
Highly trained TA to support targeted interventions for reading and spelling.	Interventions that are a good fit for the context increase the chances of children making good progress.	3 and 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families supported through additional meetings and communication.	Parental engagement and support is key to helping children make good progress and to remain motivated.	4
Targeted ELSA support	The ELSA programme effectively supports pupils' emotional literacy, self-regulation, and well-being, helping disadvantaged children overcome social and emotional barriers to learning and make better academic progress.	1, 2, 3 and 5
Behaviour support and restorative approaches	Restorative behaviour approaches improve relationships, reduce exclusions, and enhance school culture -	1, 2, 5

	leading to better engagement and outcomes.	
Music lessons – piano and singing	Ensure broad and rich extra-curricular programme is accessible and children develop their self-belief through experiencing a wide range of activities including residential, sports, outdoor activities and arts and culture.	5
Subsidies for trips and events	Ensure broad and rich extra-curricular programme is accessible and children develop their self-belief through experiencing a wide range of activities including residential, sports, outdoor activities and arts and culture.	5

Total budgeted cost: £ 11,270

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

<p>EYFS pupils achieved a Good Level of Development and took part in enrichment opportunities.</p> <p>100% PP passed KS1 phonics test.</p> <p>At the end of KS2, 100% of PP KS2 children achieved expected standards or above in Writing and Maths 100% PP at end of KS2 were Wave 3.</p> <p>ELSA intervention supported pupils to manage emotions; develop coping mechanisms and to help children to maintain and strengthen friendships.</p> <p>School has worked closely with parents to support with and work through social and emotional barriers; these meetings have taken place regularly.</p> <p>(This report includes PLAC funding)</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Funding was allocated to provide high levels of TA support to promote pupils' academic, social, and emotional development; to deliver ELSA interventions that strengthen social and emotional learning; to offer follow-up Read Write Inc. training for all reading staff, ensuring consistent, high-quality phonics teaching across Nursery, Reception, and Key Stage 1; and to run a Year 6 club led by the class teacher to support pupils in preparing for their SATs.

The impact of that spending on service pupil premium eligible pupils

100% of pupils in KS1 achieved the expected standard or above in Reading, Writing and Maths.
All pupils in KS2 achieved the expected standard or above in Reading, Writing, Maths and SPaG.

Further information (optional)

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