

Pupil Premium

St Matthew's Church of England Primary School

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families, and their peers. If a child has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been in local authority care for one day or more, the school receives an amount per child within their budget. A provision is also made for pupils who have a parent in the armed services.

The decision about how individual schools use their Pupil Premium is left to each school with the expectation that they will close the gap in attainment and progress between those eligible and other children nationally. "It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DfE)

However, schools will be held accountable for how they have used the additional funding to support these pupils. Measures are included in the performance tables which capture the achievement of those disadvantaged pupils covered by the grant.

The latest EEF Guide to Pupil Premium was published by the Education Endowment in February 2024. This supports schools when deciding how to allocate Pupil Premium funds to maximise the benefit for their children. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium Strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. As a school we have used the information and research within this report to guide our spending of Pupil Premium money.

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

1 Teaching

for example
Professional development
Recruitment and retention
Support for early career teachers

2 Targeted academic support

for example
Structured interventions
Small group tuition
One-to-one support

3 Wider strategies

for example
Behaviour approaches
Breakfast clubs
Increasing attendance

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.



How funding is used at St. Matthew's Church of England Primary School

Our funding is used in a range of ways to support all pupils, including those who qualify for Pupil Premium. We use the DfE recommended three year plan which outlines how we will do our very best to ensure all of our pupils reach their full potential.

Class teachers and teaching assistants know which children receive Pupil Premium and are informed as soon as possible about any that become entitled throughout the year. The attainment and progress of all PP children, both as a focus group and individually, is discussed at pupil progress review meetings.

Formal and informal evaluations of the impact of spending are carried out throughout the year and any necessary adaptations are made. At the end of the academic year, a formal analysis of the impact of any additional support, interventions and strategies is carried out and is used to inform subsequent Pupil Premium Strategy planning.