

The Federation of Broughton and West Tytherley Primary Schools



Pupil Premium Policy 2026-2027

Approved by:	FGB	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

This policy applies to both schools. Each school's pupil premium strategy statement sets out its identified challenges, planned expenditure, intended outcomes and evaluation of the previous academic year.

1. Background and purpose

Pupil premium is additional government funding intended to improve the educational outcomes of disadvantaged pupils. The Federation will use it to accelerate progress, raise attainment and address barriers to learning, contributing to closing attainment gaps. Funding is allocated to schools and local authorities; it is not a personal budget or an entitlement to a particular payment, activity or level of individual support.

Service Pupil Premium is paid alongside pupil premium but has a distinct, mainly pastoral purpose. Service children are not necessarily financially disadvantaged.

2. Aims

The Federation is committed to providing all pupils with the best education possible and supporting them to achieve their potential. We will:

- Prioritise high-quality, inclusive teaching and sustained professional development.
- Provide timely, evidence-informed academic support based on assessed needs.
- Address barriers relating to attendance, behaviour, wellbeing and access to learning.
- Maintain ambitious expectations for all disadvantaged pupils, including high attainers and pupils with SEND.
- Set measurable outcomes reflecting pupils' starting points and needs, and review the impact of provision.

3. Eligibility and funding

Eligibility, allocation rates and census arrangements will be checked against the current DfE conditions of grant and technical note. The main funding groups are set out below.

Free school meals and Ever 6

FSM-related pupil premium is based on pupils recorded as eligible for Targeted Free School Meals, or with a qualifying recorded history of FSM eligibility during the preceding six years (Ever 6), in accordance with the relevant census and allocation rules.

From September 2026, Expanded FSM also provides meals for pupils in Universal Credit households who do not qualify for Targeted FSM. Expanded FSM eligibility alone does not attract pupil premium or create a new Ever 6 entitlement. Pupils eligible before the expansion retain their qualifying Ever 6 history for six years, even if they subsequently move to Expanded FSM or lose meal eligibility. Universal Infant Free School Meals alone does not establish pupil premium eligibility.

Looked-after and previously looked-after children

Pupil premium plus supports looked-after children and qualifying previously looked-after children. Previously looked-after children include those who were in local authority or other state care immediately before

adoption, or who left such care under a special guardianship order or child arrangements order (formerly a residence order). This includes qualifying children adopted from state care, or equivalent, outside England and Wales.

For looked-after children, funding is managed by the responsible local authority's Virtual School Head in consultation with the school. The authority determines how much is passed to the school and may retain funding for provision benefiting groups of looked-after children. School provision will be agreed with the Virtual School Head and linked to the child's Personal Education Plan. For previously looked-after children, funding is allocated to the school and used to address their specific educational needs.

Service Pupil Premium

Eligibility includes children with a parent serving in the regular armed forces, including full commitment full-time reserve service, or another nation's armed forces stationed in England, subject to census requirements; children recorded as service children within the previous six years; and qualifying children whose parent died while serving and who receive a pension under the Armed Forces Compensation Scheme or War Pensions Scheme.

The school will primarily use Service Pupil Premium for pastoral support during challenging times, including parental deployment, separation and family mobility. It may also support academic progress where this is identified as a priority. The DfE menu of approaches requirement does not apply to Service Pupil Premium.

Identification and registration

The office will support families to complete eligibility checks and ensure accurate census recording. Families of infant pupils will be encouraged to check Targeted FSM eligibility even where their child already receives Universal Infant Free School Meals. Relevant staff will handle information about benefit eligibility, care status and service status sensitively and confidentially.

4. Principles and allocation

Teaching and learning will meet the needs of all pupils. Pupil premium provision will be informed by assessment, progress and attainment information, attendance, staff knowledge, pupil voice and discussion with families. Eligibility will not be treated as proof of low attainment, and pupils with similar needs will not automatically require identical support.

The Federation recognises that not all disadvantaged pupils attract pupil premium. Funding may support other pupils with identified needs, including pupils who have or have had a social worker and young carers, and whole-class approaches that also benefit other pupils. Decisions will retain the grant's focus on improving disadvantaged pupils' educational outcomes and comply with the conditions of grant.

The Executive Headteacher will determine allocations following needs analysis, working with teachers, the SENDCo, designated teacher and other relevant staff. Spending and outcomes will be identifiable for each school. Provision will complement other support, including SEND provision, and decisions will be based on educational need rather than treating the grant as an individual allowance.

5. Evidence-informed provision

Except for Service Pupil Premium, all funded activities must fall within the current DfE menu of approaches. The Federation will consider research evidence, including Education Endowment Foundation resources, alongside local needs. Spending will be organised under the following three areas, with high-quality teaching a priority. The balance will reflect each school's needs; there is no fixed percentage allocation between the areas.

High-quality teaching

- Sustained professional development, coaching and support for teachers and support staff.
- Development of effective teaching, assessment and curriculum approaches, including literacy, numeracy and adaptive teaching.
- Other eligible approaches to strengthening teaching capacity where justified by identified needs and the current menu.

Targeted academic support

- Structured one-to-one or small-group teaching and evidence-informed interventions.
- Targeted literacy, numeracy and language support.
- Effective deployment and training of teaching assistants to deliver planned support alongside classroom teaching.

Wider strategies

- Approaches to improve attendance, engagement and readiness to learn.
- Appropriate social, emotional and mental health support, including trained ELSA provision or counselling where justified.
- Breakfast or after-school provision where it addresses identified barriers to attendance or learning.
- Enrichment, educational visits and residential experiences where they address identified barriers and have a clear educational rationale consistent with the menu.

The examples above are possible provision, not guaranteed entitlements. Each funded activity will have a clear link to identified challenges, supporting evidence, intended outcomes and a proportionate method of evaluation. Staff will review delivery and adapt or discontinue provision where evidence indicates it is ineffective.

6. Responsibilities and monitoring

Executive Headteacher

The Executive Headteacher is responsible for developing and implementing the strategy, ensuring compliance with grant conditions, approving expenditure and reporting regularly to governors. They will ensure that each school's use of funding reflects its own disadvantaged pupils' needs.

Teachers and relevant support staff

Teachers retain responsibility for the progress of all pupils. They will assess needs, maintain ambitious expectations and review classroom teaching and additional support. The SENDCo, designated teacher, ELSA

and other relevant staff will contribute within their roles. For looked-after children, the designated teacher will work with the Virtual School Head and ensure provision supports Personal Education Plan outcomes.

Governing body

Governors will scrutinise each school's strategy, planned and actual expenditure, the evidence supporting chosen approaches and outcomes achieved. They will challenge ineffective provision and ensure reporting requirements are met. Governor monitoring will include progress, attainment and relevant wider measures such as attendance and engagement.

Monitoring and evaluation

The Federation will maintain clear records of grant income, expenditure and evidence of how funds are used. Monitoring will draw on assessment and tracking, attendance, intervention reviews, pupil and parent feedback and appropriate case studies. Evaluation will consider the quality of implementation as well as outcomes, avoiding unsupported claims that an activity alone caused improvement.

Individual case studies and sensitive care, financial or wellbeing information will remain confidential and be shared only where appropriate. Public reporting will protect pupils' identities, including where small cohorts could make individuals identifiable.

7. Reporting and publication

Each school will check its publication obligations against the current conditions of grant. For 2026–27, a school whose pupil premium allocation is based on more than five eligible pupils, excluding pupils eligible only for Service Pupil Premium, must publish an updated strategy statement on its website by 31 December 2026 using the DfE template. Schools with five or fewer are exempt from this publication requirement but must still maintain records and ensure appropriate use of funding.

For each school required to publish, the statement will set out its current strategy, challenges, intended outcomes, planned activities, supporting evidence and expenditure, and review the previous academic year's outcomes. A multi-year strategy will still be reviewed and updated annually. Service Pupil Premium use and impact may be reported in the template's optional section.

The Executive Headteacher will provide governors with regular updates covering provision, expenditure, progress and attainment, and wider outcomes where relevant. Parents and the public will receive information about the overall strategy and impact without disclosure of identifiable pupil information.

Any funding carried forward will be clearly recorded and accounted for in the strategy statement for the academic year in which it is spent, applying the grant conditions for the financial year of expenditure.

8. Review and reference documents

This policy will be reviewed annually and earlier where changes to DfE guidance or grant conditions require amendment. Annual funding rates and deadlines will be checked when preparing each school's strategy. The governing body's actual approval date and signatory will be entered on the front page.

Guidance checked on 6 October 2026:

DfE pupil premium overview

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Using pupil premium: guidance for school leaders and strategy template

<https://www.gov.uk/government/publications/pupil-premium>

Pupil premium: allocations, conditions of grant and technical note 2026–27

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027>