Pupil Premium Policy

Policy Co-ordinating Officer: Headteacher – Caty Reid

Next review date: October 2027

Introduction

The Pupil Premium Grant (PPG) is additional funding provided by the Department for Education (DfE) to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The grant is intended to support pupils who:

- Have been eligible for free school meals (FSM) at any point in the last six years (Ever 6 FSM)
- Are currently looked after by a local authority (LA)
- Have previously been looked after and are now adopted or under a guardianship/residency order (Post- LAC)
- Are children of serving armed forces personnel

In this policy, all students falling into these categories are referred to as 'disadvantaged'.

Rationale

At Clayton Hall Academy, we believe that every child deserves the opportunity to succeed, regardless of their socio-economic background. The education system should eliminate barriers and support pupils from disadvantaged backgrounds in achieving their full potential. Nationally, attainment gaps between disadvantaged and non-disadvantaged pupils persist and widen over time. We are committed to closing this gap through evidence-based, targeted support and inclusive educational practices and our 'PP First' strategy.

Disadvantaged students can face a wide range of challenges, including:

- Lower levels of literacy and numeracy on entry
- Limited access to resources (books, technology, internet)
- Language barriers (particularly for those with English as an Additional Language - EAL)
- Emotional and social issues, including well-being and mental health concerns
- Financial barriers to curricular and extracurricular participation

At Clayton Hall Academy, our aim is to use Pupil Premium funding to reduce these barriers, provide targeted interventions, and promote high aspirations for all.

Objectives

Clayton Hall Academy's use of the Pupil Premium Grant is guided by three key objectives:

1. Academic Achievement
    - Improve attainment and progress of disadvantaged students, particularly in English and Maths.
    - Ensure that disadvantaged students achieve positive Progress 8 and Attainment 8 scores, comparable to non-disadvantaged peers nationally.
    - Increase the proportion of disadvantaged students achieving strong passes (9–5) and standard passes (9–4) in English and Maths.
2. Engagement and Participation
    - Increase access to high-quality teaching and targeted academic support.
    - Promote participation in enrichment activities, trips, and extracurricular opportunities.
    - Improve attendance and reduce persistent absence rates among disadvantaged students.
3. Wider Outcomes
    - Improve well-being, confidence, behaviour, and aspiration.
    - Ensure access to careers education, guidance, and mentoring to raise aspirations.
    - Remove practical and financial barriers to learning.

Funding Allocation 2025/26

Funding rates for the 2026 to 2027 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2026 to 2027 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,550	£1,100	School
Pupils previously looked after by a local authority or other state care	£2,690	£2,690	School
Children who are looked after by the local authority	£2,690	£2,690	Local authority

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Clayton Hall Academy has projected 19% of its pupils eligible for Pupil Premium funding in the 2026/27 academic year.

Evidence-Based Strategy

Following the Education Endowment Foundation (EEF) tiered approach, our spending strategy focuses on three key areas:

1. High-Quality Teaching

- Whole-school emphasis on improving quality-first teaching including engagement strategies and the ‘What to do’ cycle.
- Investment in CPD for staff, including training in MOP’s and wired classrooms.

2. Targeted Academic Support

- Literacy and reading interventions, including reading intervention and literacy gold for pupils in need.
- Teaching assistant deployment in key areas with specialist training

3. Wider Strategies

- Dedicated pastoral and safeguarding staff to provide emotional and behavioural support
- Targeted attendance support through Attendance Officers and Pastoral Leads
- Pupil Premium support fund to assist with educational materials, trips, uniforms, and devices
- Year 6–7 transition programme

Monitoring, Evaluation, and Impact

We rigorously track and evaluate the impact of all Pupil Premium-funded initiatives. Monitoring includes:

- Half-termly data analysis of progress and attainment
- Attendance, behaviour, and engagement tracking
- Regular student voice and parent/carer feedback
- Staff evaluation of intervention effectiveness

The Assistant Head Teacher for Pupil Premium reports regularly to the Senior Leadership Team and Local Governing Body, providing updates on:

- PPG spending and rationale
- Intervention effectiveness and value for money
- Progress of disadvantaged pupils vs non-disadvantaged pupils (internally and nationally)

An annual Pupil Premium Strategy Statement is published on the school website each December, including:

- The current year's PPG allocation
- A summary of strategies and funding allocations
- Evaluation of the previous year's impact

Accountability

School leaders are accountable for how the Pupil Premium is spent and its impact. This is ensured through:

- National performance tables, which highlight the attainment and progress of disadvantaged pupils
- Ofsted inspections, where pupil groups, especially disadvantaged pupils, are a focus
- Statutory reporting requirements, including publication of the annual Pupil Premium Strategy Statement on the school website

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Clayton Hall Academy remains committed to removing disadvantage as a barrier to success. We will continue to evolve and adapt our strategy to meet the needs of our learners, ensuring that all pupils—regardless of background—have the support and opportunities they need to thrive.