



### Pupil Premium Policy

This policy incorporates the aims and values of our school which is rooted in our belief that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors - or any other external factor - which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

### Aims

Lindridge St. Lawrence of C E Primary School and Nursery, is determined and committed to providing all pupils with the best education possible; assisting all to achieve the very best they can.

The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways:

- Assuring quality first teaching for all pupils
- High quality professional development for staff
- Targeted support for pupils who require a more personalised curriculum or interventions to access learning
- Ensuring pupils are not disadvantaged from engaging with learning opportunities off site or outside the school day
- Resources to support pupils



## Principles

At Lindridge Primary School and Nursery, all teaching and learning opportunities should meet the needs of all pupils. Where necessary our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our pupils. Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff. The school has made use of research information to maximise the use of pupil premium funding and impact on pupil progress. In structuring our provision, funded by pupil premium, we recognise that not all pupils who receive or have previously received free school meals (FSM) will be "socially disadvantaged" or "vulnerable".

Furthermore, we also recognise that not all pupils who could be described as "socially disadvantaged" or "vulnerable" are registered or qualify for free school meals, either at present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as "socially disadvantaged" or "vulnerable", may also benefit from variation or adaptation in provision.

Therefore, groups funded by the grant may be made up of FSM pupils and non - FSM pupils, where needs are similar, or where meeting their needs helps create a learning environment conducive to success for all. Pupil premium children will be allocated following the needs analysis, as described above, by the Head Teacher, who is the Pupil Premium Lead.

## Our strategy is three tiered to include

### 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.

Please refer to school's annual update of three-year strategy statement to see how Pupil Premium funds are being used.

### Provision

#### The provision may include:

- Achievement and standards work including additional class based or intervention activities to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor pupil progress.
- Pastoral work supporting pupils with emotional or socially related issues which inhibit learning, impact on self-esteem or mental health.
- Out of hours and enrichment to ensure that pupils are given the opportunity to develop a range of talents including sport and creativity, also improving self-confidence and motivation for learning.
- Residential learning to enable pupils to develop new skills as well as independence and confidence through access to alternative activities that the school cannot offer on site.

Though varied in its nature and form, all our work through the use of the pupil premium will be aimed towards common outcome: accelerating progress, ensuring pupils make expected or better than expected progress to enable them to achieve or exceed age related expectations.



### Continuous Professional Development for teachers and support staff.

Pupil premium funding may also be used to provide sustained professional development opportunities for teaching and support staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will disproportionately benefit "vulnerable" pupils.

### Reporting

It will be the responsibility of the Head Teacher to discuss pupil premium pupils and the specific pupil premium action plan, each half term with the "Pupil Premium" link governor. Feedback to all Governors will be given through the Head Teacher Report which is presented three times a year at the Full Governing Body (FGB) meetings.

The report will cover:

- Annual spending
- Outcomes of provision
- Overview of data in relation to pupil progress and attainment
- Individual/ group case studies will be reported if appropriate

### Approved by

Head Teacher - Amanda Greenow-Langford

Date - December 2025

Reviewed - December 2023 and 2024

### Approved by

Chair of Governors - Meryl Roberts

Date - December 2025

Next Review due by - December 2026