



PARMITER'S SCHOOL

Pupil Premium Policy

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1. Introduction

The pupil premium grant is additional funding allocated to state-funded schools to raise the attainment of disadvantaged students and support students with parents in the regular armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

2. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which students are eligible.
- Set out how the school will make decisions on pupil premium spending.
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

3. Legislation and guidance

This policy is based on the [pupil premium guidance \(2026-27\)](#), published by the Department for Education (DfE) and the [virtual school heads' responsibilities concerning the pupil premium](#).

4. Use of the grant

How we will ensure effective use of pupil premium funding

- The pupil premium will be clearly identifiable within the budget.
- The SLT, in consultation with the governors and staff as necessary, will decide how the funding is spent for the benefit of students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the pupil premium funding to support any groups of students the school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for the individual students.
- The school will be accountable for how it has used the additional funding to support the achievement of those students covered by the pupil premium.
- The Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the pupil premium funding.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for students who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as GCSEs)
- Funding educational trips and visits
- Funding revision materials

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online. This strategy document will be published by 31st December 2026, in line with requirements.

5. Eligible Students

The pupil premium is allocated to the school based on the number of eligible students in Years 7-11. Eligible students fall into the categories explained below.

5.1 Ever 6 Free School Meals

The pupil premium for 2026 to 2027 will include students recorded in the Autumn 2025 school census who have had a recorded period of FSM eligibility since January 2020, as well as those first recorded as eligible at Autumn 2025. This includes eligible children of families who have no recourse to public funds (NRPF).

5.2 Looked-after children

Students who are in the care of, or provided with accommodation by, a local authority in England.

5.3 Children adopted from care or who have left care

The pupil premium for 2026 to 2027 will include students recorded in the Autumn 2025 school census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant. From 1 April 2024, PP grant eligibility for pupils who have been adopted from care or have left care will include children adopted from state care or equivalent from outside England and Wales. The portion of PP grant funding for LAC and PLAC pupils is referred to as 'pupil premium plus' (PP+).

5.4 Service Pupil Premium (SPP) Students:

- With one of their parents serving in the regular armed forces (including those with a parent who is on full commitment as part of the full time reserve service)
- Who have been registered as a 'service child' in the school census at any time in the past six years, including those first recorded in the Autumn 2025 census.
- In receipt of a child pension under the Armed Forces Compensation Scheme or the War Pensions Scheme because one of their parents died while serving in the armed forces.

See Appendix A for further details of the SPP

6. Roles and responsibilities

6.1 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged students and supporting students 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 students 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 governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged students and raising attainment.

6.2 Academy Governance

The Academy Governance is responsible for:

- Holding the Headteacher to account for the implementation of this policy
- 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 students eligible for the 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.

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all students, including those eligible for the pupil premium
- Identifying students 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

7. Monitoring arrangements

This policy will be reviewed annually by a member of the Senior Leadership Team. At every review, the policy will be shared with the Academy Governance.

8. Links with other policies

This policy is linked to the policy for The Education of Children Looked After.

Appendix A

From the DfE's guidance:

What is the Service Pupil Premium?

The Department for Education introduced the Service pupil premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

State schools, academies and free schools in England, which have children of service families in school years reception to year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £350 per service child who meets the eligibility criteria.

Children have to be flagged as service children ahead of the January school census deadline. Service parents need to make the school aware of their status by talking to the head teacher or school admin staff.

The purpose of the Service pupil premium

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Mobility is when a service family is posted from one location to another, including overseas and within the UK. Deployment is when a service person is serving away from home for a period of time. This could be a 6 to 9-month tour of duty, a training course or an exercise which could last for a few weeks.

How Service pupil premium differs from the pupil premium

The SPP is there for schools to provide mainly pastoral support for service children, whereas the pupil premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

SPP should not be used to subsidise routine school activity (trips, music lessons etc.). Schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips). This is to help them cope with the potential strains of service life.

Schools are held to account for the spending of this funding through the focus in Ofsted inspections on the progress and attainment of their wider PP eligible pupil cohort.