

Pupil Premium Policy

Claremont Primary and Nursery School



Approved by:	Full Governing Body	Date: 24/07/2025
Last reviewed on:	01 st September 2026	
Next review due by:	01 st September 2027	

This policy was adopted and approved by the Governing body of Claremont Primary & Nursery School on: 9th July 2025. The responsibility of this policy lies with the Governing Body of Claremont Primary. The policy will be reviewed annually.

Signed Headteacher:

Signed Chair of Governors:

Claremont Primary and Nursery School Policy for Pupil Premium

School vision

The targeted and strategic use of Pupil Premium will support us in achieving our vision that every pupil can achieve their potential, irrespective of background or starting point.

Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

Provision

The range of provision the school and governors may consider making for this group could include:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- 1:1 support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies

All our work through the Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations. Initially this will be in communication, English and maths. Pupil Premium resources may also be used to target able children who qualify for the money.

Reporting

It will be the responsibility of the Headteacher to ensure the Governing Body receives a report detailing:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision in place at the school.
- An evaluation of cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Headteacher will ensure that:

- Parents / carers receive information on how the Pupil Premium funding has been used to address the issue of “closing the gap” for socially disadvantaged pupils.
- Pupil Premium information will be publicised on the school website.

Appeal

Any appeals against this policy will be through the governor’s Complaints Procedure

Chair of Governors – J Warren and Z Athar-James

Appendix: Self-review questions for Governing Bodies

Governors' knowledge and awareness:-

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?