



**Teversham Church of England
Primary School**

Pupil Premium Policy

2026-2027

DATE ADOPTED: 22 June 2026

REVIEW DATE: July 2027

Teversham CE School

Pupil Premium Policy

Inspire Believe Achieve

Vision:

We love because God first loved us.

1 John 4 verse 19

Our Core Vision:

Inspired by God's love for us,
we seek to be
a loving, serving, learning community
in which our **belief** that
all people should be valued
for who they are in God's image
creates a culture where
all can explore, discover, flourish
and therefore **achieve** their best.



Funding Explained

The school receives Pupil Premium funding from the government in order to support pupils from disadvantaged families. The purpose is to ensure that they benefit from the same opportunities as all other children and achieve in line with other children. Pupils in the Pupil Premium Group include:

- Children who have been in receipt of Free School Meals at any point in the last six years
- Children in care who have been looked after continuously for more than six months
- Children with a parent serving in the armed forces

The government expects each school to decide how to spend the Pupil Premium funding since it is best placed to assess what additional provision is needed to support the individual children in the school. This document explains the principles adopted by the Governing Body of Teversham CE Primary School for this expenditure.

Aim of policy:

To provide guidance on how Pupil Premium Funding is used in our school in order to close the achievement gap and ensure that all disadvantaged children achieve the best possible outcomes.

Statement of Intent

Objectives:

- to narrow the gap between the progress made by disadvantaged pupils and those with no disadvantage,
- to support children with disadvantage to maximise their learning at primary school to build the key skills that they need to be successful at secondary school, including strong learning habits, key skills such as reading, strong vocabulary and mental maths skills – and therefore to make a significant difference to their life chances.

Principles

Our pupil premium strategy plan works towards achieving these objectives:

- by focusing on providing high quality first teaching for all children, ensuring that wherever possible disadvantaged children access the full curriculum;
- by providing a curriculum that enables children to build cultural capital through enriching experiences;
- by supporting children and their families to address any additional barriers to learning such as attendance, behaviour or social and emotional difficulties.

Key Principles:

1. implementing whole school strategies that benefit all children, since 40% of our children are in receipt of Pupil Premium (June 2026) and a significant additional number of our children sit just above the Pupil Premium criteria
2. using reliable research evidence to select appropriate approaches to target additional support
3. balancing rigour and high expectations for ALL children with supportive, inclusive strategies that aim to meet the needs of individuals
4. maintaining our distinctive supportive ethos that enables us to support and engage with all parents to address the barriers to learning

Provision

In order to close the achievement gap at our school, the following strategies are in place:

Whole school:

- Relationships between all pupils and adults are strong – this is essential
- We have high expectations for all children, both for academic achievement and behaviour to support learning
- There is a clear set of values and expectations for every member of our community regardless of whether they are disadvantaged
- We ensure high levels of consistency through the school and with all adults through teaching, classroom routines our ethos and our behaviour policy

- We reward effort as well as achievement, and celebrate resilience

Teaching:

- We maximise the use of teaching time, ensuring that valuable time is not wasted through any low-level disruption or poor lesson transitions
- Focus on the basics, through a strong emphasis on English and Maths skills including reading, spelling, handwriting, punctuation and mental maths to enable all children to access the wider curriculum, including a basic skills session each morning before worship
- We provide additional learning support for basic skills in order to improve progress and raise achievement to at least age-related expectations especially in English and Maths.
- We challenge and support higher attaining children in the Pupil Premium group, to promote aspirations and to ensure that they continue to achieve high attainment

Curriculum:

- Our curriculum is planned to meet the needs of all pupils and to develop cultural capital.
- We cultivate aspiration through the use of visits and strong role models to enable children to explore the possibilities that are open to them, to broaden and deepen the children's cultural understanding and experiences.

Barriers to Learning:

- Barriers to learning are identified and flexible plans in place to address these.
- Pupil premium barriers to learning and strategies used are shared across all classes and are discussed in staff and TA meetings in order to support better outcomes.
- Academic, social, behaviour, mental health and well-being needs are supported as needed.
- Family support is provided where this is needed to address barriers to learning such as attendance and punctuality and signposts are offered to additional support where appropriate.

The funding is reviewed regularly and used flexibly to meet both short and long term need, according to the changing needs of the cohorts in school.

A cost centre to account for Pupil Premium Spend is included in the BVA (Budget vs Actuals) and managed and tracked by the School Business Manager and Headteacher.

Targeted Support and Interventions

A range of different activities are put in place each year, according to the needs of the Pupil Premium children in the group. This year these include:

- Early intervention adult support for children in EYFS
- Adult support for vocabulary development in EYFS and Year 1
- Phonics intervention groups and 1-1 for year 1 and year 2 and beyond where needed
- Funding for Breakfast Club and After School Club where needs are identified
- Additional high interest reading materials for lower attaining readers
- One to one feedback time with class teacher
- Small group work with class teacher
- Key worker time for start of school day to support transition
- Sensory circuits at start of school day
- Talk Time Plus to support mental health and wellbeing
- Trips and visits, including residential
- Visitors e.g. music groups, theatre groups, artist, author
- Mentoring for identified high attainers

Impact of interventions are monitored carefully and reviewed, with strategies adjusted in light of need and effectiveness. Strategies are chosen based on research from EEF.

Interventions are reviewed half termly and adjusted promptly if needed. Once a need is identified, support is put in place as quickly as possible.

Tracking and Impact

- Monitoring of books, lessons and data are focused on Pupil Premium children as a priority
- Progress of pupil premium children is monitored half termly by looking at work in books and assessments (as this is more meaningful than data after 6 weeks) and in termly data analysis.
- Impact of interventions is measured at the point of exit (a baseline is also completed to enable the impact to be measured)

Data:

Pupil premium attainment and progress are tracked using data from FFT Aspire. Data is compared with non-pupil premium group.

The school has identified that the Pupil Premium Group of children who also have SEN are a particularly vulnerable group and therefore track these separately. Groups tracked are:

- Pupil Premium
- Non-pupil premium
- Pupil Premium children who are also SEN
- Pupil Premium children who are not SEN
- SEN children who are not Pupil Premium

Yearly Timetable of Actions

September	Target Setting for all children Barriers for Pupil Premium Children in each class identified and form completed	
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October	Pupil Premium Spending Plan Finalised Pupil Progress meetings with interventions agreed and put in place	
January	Pupil Progress Meetings to review Autumn data and review interventions and support for PP, SEN and other underachieving pupils	
March	Pupil Progress meetings to review Spring data and interventions	
July	Pupil Progress meetings to review Summer data and interventions	
July	Review Pupil Premium Plan Draft plan for next year	

Reporting

The Headteacher will report to the Curriculum Committee on the progress and attainment of the pupil premium children in each year group and across the whole school; an outline of the current provision; progress against the Pupil Premium Spending Plan; an evaluation of the support provided in terms of effectiveness.

The Chair of the Curriculum Committee will be responsible for reporting in summary form to the full governing body, whose responsibility it is to judge the overall effectiveness of provision

The Pupil Premium Plan is published on the school's website and the impact and evaluation completed at the end of each year. This plan includes how the funding will be spent to address the barriers to educational achievement and the reasons for the approach adopted.

This policy was originally approved by the FGB and will be reviewed annually by the curriculum committee.

Adopted: 22 June 2026

Date of next review: July 2027

After approval by the Governing Body this policy will be electronically signed by Rev. Nick Moir, Chair of Governors