



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

‘Together We Achieve’

Pupil Premium Policy

Approved: Autumn Term 2025

Review: Autumn Term 2026



At Knights Enham Schools, we believe in 'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

The targeted and strategic use of the Pupil Premium funding will support us in achieving this vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We provide appropriate support for pupils from vulnerable groups, ensuring that the needs of disadvantaged pupils are carefully assessed and addressed.
- We regularly identify pupils who are underachieving, particularly in English and Maths, discuss the reasons with relevant staff, and implement targeted actions to address these gaps.
- We use achievement data proactively to monitor the impact of interventions and strategies, adjusting them in real time to ensure effectiveness.
- We ensure that support staff, especially teaching assistants, are well-trained and understand their role in helping pupils achieve.
- We focus on providing pupils with clear, actionable feedback on their work and guidance on how to improve.
- Class teachers and support staff are informed about which pupils are eligible for Pupil Premium funding so they can take responsibility for accelerating these pupils' progress.
- We provide targeted support to address barriers to learning, including attendance, behaviour, and engagement with families.
- We recognise that not all pupils eligible for free school meals are socially disadvantaged, and conversely, not all disadvantaged pupils qualify for free school meals.
- The needs of service children and looked-after children may be more complex, particularly regarding emotional well-being, and may require tailored support.
- When allocating Pupil Premium funding to benefit groups of pupils, this may include pupils identified by the school as disadvantaged or those who require support from a specific programme.
- Pupil Premium funding is allocated following a needs analysis that identifies priority classes, groups, or individuals. Due to limited resources, not all eligible pupils may receive Pupil Premium-funded interventions at any given time.

Provision

To make informed decisions about how Pupil Premium funding should be used, we draw on several key resources, including Ofsted publications such as:

- *The Pupil Premium: How schools are spending the funding successfully to maximise achievement*
- *The Pupil Premium: Analysis and Challenge Tools for Schools*
- *The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils*



We also review the Sutton Report to understand the impact of different types of interventions.

The range of provision that the school may consider for disadvantaged pupils includes:

- Reducing class sizes to improve opportunities for effective assessment for learning (AfL) and accelerate progress.
- Small group work led by experienced staff to address gaps in learning.
- One-to-one, two-to-one, and small group tuition.
- Additional learning opportunities through learning mentors, trained teaching assistants, or external agencies.
- Emotional well-being support, including interventions by ELSAs (Emotional Literacy Support Assistants).

Pupil Premium funding is aimed at accelerating progress and narrowing attainment gaps, with the goal of bringing pupils to at least age-related expectations in reading, writing, and maths. Funding may also be used to support the most able pupils eligible for Free School Meals, ensuring they achieve mastery across the curriculum.

For service children and looked-after children, funding may provide additional emotional well-being support to enhance learning. Many interventions benefit the wider school community. Initiatives that promote a whole-school ethos, metacognition strategies, and Growth Mindset principles help develop resilience and positive learning behaviours in all pupils.

Reporting

The Headteacher, or a delegated member of staff (Pupil Premium Champion – currently Steve McBride), is responsible for producing regular reports for the Governors, which will include:

- Progress made in narrowing attainment gaps for disadvantaged pupils, analysed by year group.
- An outline of the provision implemented each term.
- An evaluation of cost-effectiveness, assessing the progress of pupils receiving specific interventions compared to other forms of support.

The Governors will ensure that an annual report is published for parents, detailing how Pupil Premium funding has been used to narrow attainment gaps for disadvantaged pupils and to support looked-after children and service families. This report will comply with Department for Education requirements and adhere to Data Protection regulations.

Review date: Autumn Term 2026