

Letchmore Infants' And Nursery School Pupil Premium Policy



October 2026

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils 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

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2026 to 2027](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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

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

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

Service pupil premium will not be combined with pupil premium funding, and spending of each premium will be accounted for separately.

4. Use of the grant

4.1 Pupil premium

The school will use pupil premium funding to address specific challenges disadvantaged pupils face, through:

- High-quality teaching
- Targeted academic support
- Wider strategies to help pupils to attend, belong and succeed

Pupil premium is not a personal budget for individual pupils. The school may spend the pupil premium grant to benefit:

- Eligible pupils registered at our school
- Pupils who meet the funding criteria and who are registered at other state-funded schools - e.g. when hosting summer schools which welcome pupils from other schools

Where appropriate, the school may also use pupil premium funding to:

- Support non-eligible pupils with other identified needs, such as those who:
 - Have or have had a social worker
 - Are carers
 - The school believes to be economically disadvantaged but who have not been identified as eligible for the pupil premium
- Deliver whole-class interventions which will also benefit non-disadvantaged pupils

How we use the pupil premium at Letchmore Infants' and Nursery School -

The governors and Senior Leadership Team set high expectations for teaching and learning. Good practice is shared, learning is moderated across the school, and we strive to ensure consistent procedures, e.g. behaviour, planning, marking policy.

All teaching staff are involved in the analysis of data, so they are fully aware of the strengths and areas of development throughout the school.

Teachers will research teaching strategies that are proven to help narrow gaps and raise attainment. They deliver lessons of a very high standard and support all children through differentiated planning, teaching and resources.

The school may carry out case studies for Pupil Premium children in order to track their progress and monitor the impact of the provision in place.

To ensure the Pupil Premium and Early Years Pupil Premium funding is spent appropriately and successfully to maximise the achievement of our children the school will:

Individualise support:

Staff will consider the individual needs of each child and identify any barriers to learning. Where appropriate, the school will seek advice and guidance from external professionals, such as Advisory Teachers, Educational Psychologists and Speech and Language Therapists, to ensure that high quality targeted teaching and interventions are put into place.

We have a number of Inclusion Teaching Assistant who works under the supervision of the Special Education Needs Coordinators (SENCOs) and in liaison with the class teachers to deliver targeted teaching, support and interventions to individuals and groups of children. Interventions will also be put into place to support and challenge the more able Pupil Premium children.

Staff will recognise and build upon children's strengths, raise their aspirations, and broaden experiences for all.

Monitor and evaluate:

All teaching staff will be involved in the analysis of data to ensure they are fully informed of the strengths and areas for development across the school. Data analysis will look at progress, children's outcomes, observations of teaching and learning, and case studies. In addition, teachers will attend termly Pupil Progress meetings with the Co-Headteachers and SENCOs.

The impact of targeted teaching, support and interventions will be monitored termly, and adjustments will be made to suit the individual needs of the children.

The Co-Headteachers and Senior Leadership Team will maintain an overview of Pupil Premium spending and monitor its impact upon children's learning and progress.

The school will appoint a designated Governor with responsibility for Pupil Premium.

Report:

It is the responsibility of the Co-Headteachers, in conjunction with the Pupil Premium lead, to produce a 3-Year Grant Strategy which outlines how we intend to spend the Pupil Premium funding, the nature and allocation of targeted teaching, support and intervention for Pupil Premium children, and what progress has been made towards narrowing the gaps between them and their peers. The report will be shared with the Governing Board and published on our website for parents. It will be reviewed and updated each academic year.

The Governing Board will be updated termly with the progress and attainment data for each year group, and they will monitor the impact of Pupil Premium spending.

Implement:

The Co-Headteachers and Senior Leadership Team are responsible for implementing this policy. They will ensure all staff are aware of their responsibilities in narrowing the gaps for our children and that they have access to appropriate training to fulfil their professional duties and enable all children to make at least expected progress.

Teaching and Support Staff will maintain the highest expectations of all children and promote an inclusive ethos within their classrooms which enables children from all backgrounds to thrive.

The Governing Board and our designated Governor for Pupil Premium will consider the information provided in the Pupil Premium Grant Strategy and the termly updates, and monitor and review the impact of the children's provision, progress and learning, at least termly.

- We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the template on GOV.UK.

Our pupil premium strategy statement is available here: [Letchmore Infants' and Nursery School - Pupil Premium](#)

4.2 Service pupil premium

The service pupil premium will be spent in response to the specific needs of service children at the school - it will not be used to subsidise routine school activity.

The school will use the service pupil premium to:

- Offer pastoral support and counselling during challenging times for service children
- Help mitigate the negative effects on service children of family mobility and separation
- Help pupils improve communication with a deployed parent

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in our infant classes. Our Nursery children may be in receipt of the Early Years Pupil Premium funding.

Eligible pupils fall into the categories explained below.

5.1 Pupils eligible for 'targeted' free school meals and 'ever 6'

From the 2026/27 academic year, all pupils in households that receive Universal Credit are eligible for free school meals (FSM) under the government's expanded FSM programme. As a result, there are now 2 categories of benefits-based FSM:

- Targeted: for pupils whose household income is less than £7,400 - the same income threshold as before the expansion
- Expanded: for pupils whose household income is £7,400 or more

Pupils who qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium.

Pupils in reception, year 1 and year 2 who receive universal infant free school meals (UIFSM) and qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are **not** eligible for the pupil premium (though we still encourage them to apply for benefits-based FSM).

We will recheck pupils' eligibility annually.

Ever 6 FSM cohort

Pupils are eligible for the pupil premium if they have been eligible for targeted FSM (or FSM before the 2026/27 academic year) at any point in the past 6 years - these pupils are known as being part of the 'ever 6 FSM cohort'.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for more than 24 hours.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Service children

A pupil attracts the service pupil premium if they meet any of the following criteria:

- They have a parent serving in the regular armed forces (this includes pupils with a parent who is on full commitment as part of the full-time reserve service) and they have been registered as a 'service child' in the most recent October DfE school census
- They have a parent serving in the armed forces of another nation and is stationed in England, and they have been registered as a 'service child' in the most recent October DfE school census
- They have been registered as a 'service child' on any DfE school census at any point in the past 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- They are in receipt of a child pension from the Ministry of Defence because 1 of their parents died while serving in the armed forces

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 making sure it is implemented across the school
- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils 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
- Spending pupil premium in line with the conditions of grant for each financial year and the DfE's 'menu of approaches
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the template on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure 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 pupils 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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 pupils, including those eligible for the pupil premium
- Identifying pupils 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be monitored by our Inclusion Lead, Michaela Benson.

It will be reviewed annually by the Inclusion Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Looked-after children and previously looked-after children policy