



ALDERMAN JACOBS PRIMARY SCHOOL

PUPIL PREMIUM POLICY

Aims

- Provide background information about the pupil premium grant so that 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

Legislation and guidance

- [Pupil Premium: Overview](#)
- [Using Pupil Premium: Guidance for School Leaders](#)
- [Pupil Premium Guidance Cambridgeshire County Council](#)
- [Service Pupil Premium: what you need to know, September 2024](#)
- [EEF Teaching and Learning Toolkit](#)
- [Education Endowment Fund: Pupil Premium Guide](#)

This policy complies with our funding agreement and articles of association.

Purpose of the grant

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

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 that they can reach their full potential

Use of the grant

We use the grant to provide a range of support to pupils in receipt of Pupil Premium funding, based on the ratio recommended by Cambridgeshire LA: 50% of the spend in quality first teaching; 25% of

the spend on targeted academic support; 25% of the spend on wider strategies. This is used as a basis and adjusted where necessary, depending on the needs of the pupils at any given time.

The following list is not exhaustive but indicates the types of strategies the funding maintains at Alderman Jacobs School:

- Providing one-on-one and small group work sessions with teachers to address specific knowledge gaps
- Ensuring the school has additional teachers in both key stages to reduce class sizes and run impactful interventions
- Creating additional teaching and learning opportunities with teaching assistants
- Allocating funds to enable pupils to participate in extra-curricular activities
- Monitoring pupil's wider development through learning mentors and behaviour mentors
- Conducting INSET for teaching assistants to share understanding and knowledge, particularly in the areas recommended by the Education Endowment Fund in its report, [Making Best Use of Teaching Assistants](#)
- Providing resources and subscriptions to specifically proven intervention strategies
- Providing extra tuition where needed, for example ahead of SATs
- Funding educational trips and visits which enhance the curriculum
- Providing breakfast club for a small group of disadvantaged pupils who have social and emotional needs
- Providing lunchtime 'zones' for pupils who need extra support.
- Funding English intervention for children with little or no knowledge of the English language

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.

Information on how the school uses the pupil premium is available here:

<https://www.aldermanjacobs.cambs.sch.uk/school-information/pupil-and-sports-premium>

Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in KS1 and KS2.

Eligible pupils fall into the categories explained below:

- Ever 6 free school meals: pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent January census. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches
- Looked after children: pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales
- Post-looked after children: pupils recorded in the most recent January census and alternative provision 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
- Ever 6 service children - pupils:
 - With a parent serving in the regular armed forces
 - Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
 - In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Roles and responsibilities

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 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
- 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 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 pupils and raising attainment

Local Governor Committee

The governing committee 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 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 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

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

Virtual schools 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 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 the 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
- Promoting the educational achievement of all the children looked after by the local authority they work for

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending (Martin Fry)
- A link trustee is given responsibility for pupil premium (Brett Mead)

Links with other policies:

- Equality information and objectives
- Promoting positive mental health and wellbeing
- SEND provision and inclusive education
- Safeguarding and child protection
- Assessment, marking and target setting
- Curriculum

Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Martin Fry	Autumn 2025	LGC	6 th October 2025	Annual	Autumn 2026		