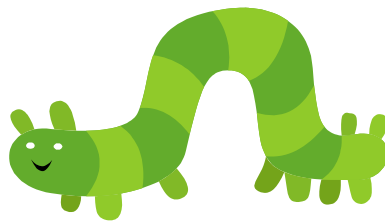




and



# **Abbots Farm Preschool**

## **Pupil Premium and Early Years**

## **Pupil Premium Policy**

**October 2025**

**Review by October 2026**

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## Statement of intent

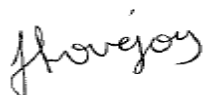
At Abbots Farm Infant School and Abbots Farm Preschool, we provide a happy, safe, stimulating learning environment where we build strong foundations. We empower our children to have high aspirations and develop skills to continue to be successful at school and in the community. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential.

The Pupil Premium Grant (PPG) and Early Years Pupil Premium Grant (EYPPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils
- Providing funding for children in care (CIC) and previously children in care (PCIC)
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Signed by:



Headteacher

Date: 16/9/25



Chair of governors

Date: 16/9/25

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2025) 'Pupil premium: allocations and conditions of grant 2025 to 2026'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2025) 'Pupil premium'
- DfE (2024) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2024) 'The EEF Guide to the Pupil Premium'

This policy operates in conjunction with the following school policies/ documents:

- Schools Equalities Information and Objectives Statement
- Equality Statement
- Pupil Premium Report and Impact Statement
- Child in Care (CIC) Policy
- Learning Improvement Plan (LIP)

## **2. Roles and responsibilities**

The governing body is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the PPG and EYPPG.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider Learning Improvement Plan.
- Scrutinising the school's plans for, and use of, its PPG, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring and undertaking the day-to-day implementation of this policy.

- Liaising with the governing body to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider Learning Improvement Plan.
- Ensuring the school spends the PPG and EYPPG funding effectively and in a way, which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Data Retention Policy.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- Conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

### 3. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **CIC:** pupils who are in care and looked after by the LA.
- **PCIC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
  - One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census in the past six years
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2024/2025 and 2025/2026 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2024/2025	2025/2026
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,480	£1515
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,050	£1075
Pupils who have been adopted from care or have left care, i.e. PCIC	£2,570	£2630
Service children	SPP amount per pupil	
	2024/2025	2025/2026
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£340	£350

The school will receive its PPG funding from the LA.

Funding will be based on October 2024 census data.

## 4. EYPPG allocation

For 2025 to 2026 providers will receive an additional £1 per hour, up to a maximum of 15 hours per week, for each eligible child. Children do not have to access the full entitlement in order to be eligible for the Early Years Pupil Premium. Providers will receive EYPP funding that is proportionate to the number of hours that a child is taking up.

## 5. Objectives

The school has the following objectives with regard to its use of the PPG:

- To provide additional educational support to raise the achievement of the pupils in receipt of the PPG and EYPPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG and EYPPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with all parents to collectively ensure the pupils' success

## 6. How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, particularly in English and maths, e.g. through CPD, recruitment and retention.
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

## 7. Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider Learning Improvement Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.

- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the Pupil Premium Lead, governors, staff, and parents, when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupils' Personal Education Plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from infant school to junior school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner's interests and makes success matter to them.



- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals for Children in Care (CIC).
- A child-centred approach to assessment for learning.

## **8. A tiered approach to PPG spending**

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

### **1. Teaching**

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

### **2. Targeted Academic Support**

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

### **3. Wider Strategies**

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour support
- Use of Bug Club (Wrap Around Care)
- Attendance initiatives

## **9. Use of the CIC and PCIC premiums**

The CIC premium is managed by the LA's designated Virtual School Headteacher (VSH).

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The CIC premium is used to facilitate a wide range of educational support for CIC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PCIC premium is allocated directly to the school. CIC and PCIC premiums are not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **10. Example interventions**

The school may use the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using Teaching Assistants (TAs)
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may use the following teaching-focussed interventions:

- Continuous Professional Development (CPD) for staff
- One-day teaching development programme delivered by external experts
- Individual coaching sessions to support teachers

The school may use the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may use the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

The school may use the following independence-focussed interventions:

- Opportunities to lead sessions

## **11. Use of the service pupil premium (SPP)**

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

## **12. Accountability**

Individual targets are set for each pupil in receipt of the PPG and EYPPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed at pupil progress meetings.

The overall effectiveness of PPG spending is monitored termly by the Pupil Premium Link Governor and the governing body as a whole.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG

through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school will publish its strategy statement for using the PPG on the school website by the 31 December utilising the DfE template document accessible in the '[Pupil premium](#)' guidance.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

The school will publish the updated PPG strategy annually, in line with its statutory duties.

### **13. Reporting**

The headteacher reports annually to the governing body and parents regarding how effective PPG and EYPPG spending has been and what impact has been made. The impact of PPG and EYPPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing body.

The EEF's [Teaching and Learning Toolkit](#) is used to measure the impact of the school's spending.

Information regarding PPG and EYPPG spending is published on the school website. The school does not publish any personal data regarding individual pupils.

For parents of pupils in receipt of PPG and EYPPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

### **14. Pupil premium reviews**

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs

incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **15. Overpayments**

The school repays any overpayment of the PPG.

## **16. Monitoring and review**

This policy will be reviewed on an **annual** basis by the headteacher and governing body.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is **October 2026**.