'At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind. '

HOLYWELL VILLAGE FIRST SCHOOL

Pupil Premium Policy 2026

Rationale

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Governing Body is accountable for ensuring that these disadvantaged children are supported in order to close the gap in achievement between vulnerable groups of pupils and their peers. The Governing Body delegates the responsibility for the appropriate allocation of these funds to the head teacher in line with school improvement priorities.

Definition

The governing body is accountable for the way in which the school allocates funding to improve the achievement of vulnerable pupils. Vulnerable pupils can be defined as, but not restricted to:

- Children whose parents/carers are in receipt of free school meals (FSM)
- Children whose parents/carers have been in receipt of free school meals (FSM) within the past 6 years
- Children with one or more parent/carer who is a member of the armed forces.
- Children classed as Looked After Children (LAC) who are cared for by a Local Authority or Previously Looked After Children (PLAC)

For further clarification, see note 1.

Purpose

The purpose of this policy is to define the ways in which the Governing Body will provide for identified children in order to improve achievement. The Governing Body will make provision for the identified pupils which is detailed in the 3 year Pupil Premium Strategy found here:

Guidelines

- The Governors and school leaders will identify additional funding available through information obtained from View Your Education Data from DfE, the IDSR (Inspection Summary Data Report) from OFSTED as well as school data systems.
- Information about identified children will be shared with teachers and teachers will be expected to closely monitor the progress of these children.
- Teachers will inform the head teacher immediately should any identified child require intervention.

'At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind. '

- Identified children who are not making expected progress will receive intervention according to their need and may include but are not restricted to (*list is for illustrative purposes only and subject to chang*e):
    - EYFS- additional adult to provide targeted intervention in small groups to improve Communication and Language, Personal, Social and Emotional Development, Physical Development and Heath and Self-Care e.g. NELI, Talk Boost, small group nurture.
    - Communication and Language EYFS & KS1- Talk Boost Reading – Floppy's Phonics intervention, Comic Phonics, Action Words, Direct Phonics, extra reading sessions with a Learning Support Assistant/Teacher/adult, high frequency word recognition, targeted 1-1 support
    - Writing – Floppys' Phonics into Writing, Word Aware, bespoke spelling intervention
    - Maths – Pre-teaching Maths, Dyscalculia bespoke intervention
    - Social and Emotional issues – All About Me Social intervention, Nurture work with Emotional Literacy Support Assistants
- The intervention manager (HLTA) will monitor the provision of interventions for identified children
- The head teacher will meet with the intervention manager after pupil progress meetings to evaluate the impact of intervention.
- Parents/Carers will be informed by school in the form of a letter of the availability of funding for extra-curricular activities and the provision currently in place for their child/children.

Monitoring

- The head teacher will track the progress of these groups of children at termly pupil progress meetings and through the intervention assessments at the end of each half term.
- The head teacher will present annual data to the full governing body in the autumn term and in-year information via the head teacher's report to governors at the full governing body meeting each term.
- The head teacher will prepare and display the Pupil Premium Strategy on the school website. This strategy document outlines the targets and provision for the current academic year, as well as impact from the previous academic year.
- The governor responsible for Pupil Premium will meet with the head teacher to monitor the provision for and progress of this group of pupils and report their findings to the Strategic Policy and Direction Committee.
- The head teacher will report the financial position annually to the governing body's Resource Management Committee.

Signed Headteacher:_____

Chair of Committee:_____

Date: 28.01.2026

This policy will be reviewed Spring 2028

'At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind. '

Note 1:

From April 2021, pupil premium allocations will be calculated based on the number of eligible pupils recorded by schools in their census in October.

Schools get pupil premium funding based on the number of pupils they have in October from the following groups.

Free school meals
Schools receive £1515 for every primary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked-after and previously looked-after children
Schools receive £2,630 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities receive the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's personal education plan.

Service premium
The service premium is not part of the pupil premium as the rules to attract the service premium are different.

Schools get £350 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.