



Pupil Premium Policy

Approved by Governors: October 2026

Last Reviewed On: September 2026

Next Review Due By: September 2027

Introduction

At Sutton Benger, we believe that every child should have the opportunity to achieve their full potential, regardless of their background or circumstances.

We recognise that some pupils may experience barriers to learning and achievement because of socio-economic disadvantage, experience of care, family circumstances, attendance difficulties, or other factors. The purpose of our Pupil Premium provision is to identify and address these barriers so that disadvantaged pupils can achieve well academically, attend regularly, participate fully in school life and develop the knowledge, skills, confidence and personal characteristics they need to thrive.

We use Pupil Premium funding as part of a wider whole-school strategy for improving outcomes. Funding decisions are based on robust assessment, evidence of need, professional judgement, knowledge of our pupils and evidence-informed approaches.

We do not assume that all disadvantaged pupils have the same needs, nor that all pupils who are eligible for Pupil Premium will require additional support. Equally, the school may provide support to pupils who are not eligible for Pupil Premium where this is appropriate and where their needs have been identified.

Our approach is underpinned by high expectations, high-quality teaching, early identification of need, effective pastoral support, strong attendance and evidence-informed intervention.

Purpose of the Pupil Premium

Pupil Premium is additional funding provided by the Department for Education (DfE) to support improved educational outcomes for disadvantaged pupils.

For the purposes of Pupil Premium funding, eligible pupils include:

- pupils who are currently eligible for Targeted Free School Meals (FSM);
- pupils who have been eligible for FSM within the previous six years (FSM Ever 6);
- looked-after children (LAC); and
- previously looked-after children (PLAC), including children who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care through a Special Guardianship Order or Child Arrangements Order.

From the 2026–27 academic year, eligibility for Free School Meals has been expanded to include pupils from households receiving Universal Credit. However, pupils who are eligible for FSM solely through the Expanded FSM provision do not attract Pupil Premium funding. Pupil Premium funding continues to apply to pupils eligible for Targeted FSM and to other pupils meeting the Pupil Premium eligibility criteria.

The school will use its allocation in accordance with the current DfE Pupil Premium conditions of grant and associated guidance.

Pupil Premium funding is intended to improve educational outcomes for disadvantaged pupils and accelerate their progress. It is not an individual budget or entitlement for each eligible pupil. ([GOV.UK](https://www.gov.uk))

The policy applies across Reception to Year 6 and is implemented as part of the school's wider curriculum, teaching, safeguarding, attendance, SEND and pastoral provision.

Eligibility

FSM Ever 6

For mainstream primary schools, Pupil Premium is allocated for pupils in Reception to Year 6 who have been recorded as eligible for Free School Meals at any point within the relevant six-year period.

For the 2026–27 financial year, the DfE's allocation is based principally on eligible pupils recorded through the relevant school census data. ([GOV.UK](#))

From the beginning of the 2026–27 academic year, Free School Meal eligibility has also been expanded to include pupils from households receiving Universal Credit who meet the relevant criteria. ([GOV.UK](#))

The school will actively encourage eligible families to apply for Free School Meals where appropriate and will work with the local authority to ensure that eligible pupils are identified accurately.

Looked-After Children

Children who are looked after by a local authority may qualify for Pupil Premium funding at the applicable rate.

The school will work closely with the child's social worker, Virtual School and other relevant professionals to ensure that funding and support contribute effectively to the child's educational outcomes.

Previously Looked-After Children

Previously looked-after children may qualify for Pupil Premium where they meet the relevant DfE eligibility criteria, including children who have been adopted from care or who have left local authority care under a Special Guardianship Order or Child Arrangements Order.

The school will seek appropriate evidence of eligibility and will ensure that the child's individual needs are considered when planning provision.

Service Children

Eligible service children may qualify for Service Pupil Premium.

The school will identify the needs of service children and consider appropriate pastoral, social and educational support. Service Pupil Premium may be received in addition to other Pupil Premium eligibility. ([GOV.UK](#))

Principles

Our Pupil Premium provision will be based on the following principles:

1. **High expectations** – disadvantaged pupils should achieve highly and should not be limited by assumptions about their background.
2. **Quality first** – excellent classroom teaching is the foundation of our approach.
3. **Early identification** – barriers to learning will be identified as early as possible.
4. **Evidence-informed practice** – interventions will be selected using the best available evidence and professional expertise.

5. **Individualised support** – provision will reflect the needs of individual pupils rather than treating disadvantaged pupils as a homogeneous group.
6. **Whole-school responsibility** – improving outcomes for disadvantaged pupils is the responsibility of all staff.
7. **Attendance matters** – persistent absence and patterns of poor attendance will be addressed promptly.
8. **Parental engagement** – parents and carers will be partners in supporting children's education.
9. **Wider development** – provision will support academic achievement alongside behaviour, wellbeing, attendance, confidence and participation.
10. **Evaluation** – spending will be monitored and evaluated for its impact on pupil outcomes.

Identifying Barriers to Achievement

The school will use a range of information to identify barriers affecting disadvantaged pupils and will not automatically assume that any particular barrier applies to a pupil because they are disadvantaged.

Use of Pupil Premium Funding

The school will use Pupil Premium funding strategically to address identified barriers and improve outcomes.

Provision may include the following three broad areas:

- High-quality teaching remains the first priority for improving outcomes for disadvantaged pupils.
- Interventions will have clear entry criteria, intended outcomes, timescales and review arrangements.
- The school will ensure that wider strategies are linked to identified barriers and educational outcomes.

Attendance

The school recognises that regular attendance is fundamental to educational achievement.

Attendance of disadvantaged pupils will be monitored carefully.

Where attendance is a barrier, the school will work with pupils and families to understand the reasons for absence and provide appropriate support.

Attendance support will be integrated into the school's wider Pupil Premium strategy where this is an identified barrier.

Supporting Looked-After and Previously Looked-After Children

The school recognises that children with experience of care may have additional educational, emotional and social needs.

For LAC and PLAC, the school will:

- identify individual educational needs;
- maintain high expectations;
- contribute to Personal Education Plans (PEPs) where applicable;
- liaise with Virtual School services;
- work with social workers and carers where appropriate;
- monitor attainment, progress and attendance;
- provide appropriate pastoral and academic support;
- ensure that funding is used effectively to support educational outcomes.

The school will avoid a one-size-fits-all approach and will base provision on the child's individual needs.

Working with Parents and Carers

Parents and carers are important partners in improving educational outcomes.

The school will seek to communicate high expectations, listen to parent/carer views and share information about progress and attendance and where appropriate, families will be involved in identifying barriers and reviewing support.

Monitoring and Evaluation

The impact of Pupil Premium spending will be monitored throughout the year.

The school will compare the performance of disadvantaged pupils with:

- their own previous attainment and progress;
- school expectations;
- relevant national information where appropriate;
- other pupils, while recognising that cohort characteristics differ.

Interventions will be reviewed regularly. Provision that is not having the intended impact will be adapted, replaced or discontinued.

The school will avoid evaluating individual interventions solely through a simplistic comparison between disadvantaged and non-disadvantaged pupils. Decisions will take account of starting points, individual circumstances, quality of implementation and the intended outcome of the provision.

Where provision benefits a wider group of pupils, the school will ensure that its rationale is clear and that the expenditure contributes appropriately to the intended outcomes for disadvantaged pupils.

Reporting and Publication

The school will publish its Pupil Premium Strategy Statement on its website in accordance with DfE requirements.

Schools receiving Pupil Premium are required to publish an updated strategy statement by **31 December each academic year**, using the DfE template. ([GOV.UK](https://www.gov.uk))

The school will also provide appropriate information to governors and trustees and will make relevant information available to parents and the wider school community.

The DfE may review a sample of schools' published strategy statements to check compliance with the conditions of grant. ([GOV.UK](https://www.gov.uk))

Safeguarding, SEND and Equality

Pupil Premium provision will operate alongside, and not replace, the school's responsibilities for:

- safeguarding;
- special educational needs and disabilities (SEND);
- equality and inclusion;
- attendance;
- behaviour;
- mental health and wellbeing.

A pupil's Pupil Premium status will never be used as a substitute for appropriate SEND assessment, safeguarding action or other statutory support.

The school will ensure that disadvantaged pupils are not stereotyped or subject to lower expectations.

Data Protection and Confidentiality

Information relating to a pupil's disadvantaged status will be handled sensitively and in accordance with the school's data protection and privacy arrangements.

Staff will only share information where there is a legitimate educational, safeguarding or statutory reason to do so.

The school will avoid unnecessarily identifying individual pupils as disadvantaged.

Related Documents

This policy should be read alongside:

- Pupil Premium Strategy Statement 2026–27;
- School Development Plan;
- Attendance Policy;
- SEND Policy;
- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Equality Policy;