



Lubbins Park
Primary Academy

PUPIL PREMIUM POLICY

Approved by:	Epsilon Star MAT Board of Trustees
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1. Aims

This policy aims to:

- 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

2. Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2022 to 2023](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

3. 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.

4. Use of the grant

Lubbins Park Primary Academy's spending strategy is informed by research evidence, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of the pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. Our spending:

- Supports the quality of teaching, such as staff professional development;

- Provides targeted academic support, such as intervention; and
- Tackles non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches.'

We consider the context of the school and the main challenges or barriers disadvantaged and vulnerable pupils face, such as:

- Parents not in regular employment or reliant on social security benefits
- Inadequate, overcrowded housing
- Limited participation in enrichment activities
- Weak language and communication skills
- Reduced educational opportunities due to lack of resources (books, technology, quiet spaces)
- Higher levels of stress which can affect long-term outcomes

We use evidence, such as learning from what works in our school, to inform our decisions on pupil premium spending.

We address a wide range of needs, and take group and individual needs into account.

We engage with parents to take their views on their child's needs into account.

We make sure that we use the pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for our pupils, based on evidence).

We integrate pupil premium interventions into the curriculum wherever possible.

We make sure that all staff promote the principles and ethos of the pupil premium strategy.

Some examples of how the school may use the grant include, but are not limited to:

- Encouraging the take-up of Free School Meals (FSM) by removing barriers or stigma attached to claiming FSM/PPG.
- Being mindful that FSM/PPG status does not mean a pupil is 'low ability'.
- Recognising that FSM pupils are not a homogenous group, meaning any strategies should account for group **and** individual need.
- Ensuring that all staff receive current training to meet the emotional and academic needs of all children.
- The provision of additional in-class learning support, individual and small group tuition.
- Using the latest evidence-based research on proven strategies to narrow the attainment gap.
- The provision of high quality resources to enhance learning in all areas of the curriculum.
- On request, dependent on circumstances, financial support towards the cost of school trips, uniform or extra-curricular activities.
- On request, dependent on circumstances, funded places in the breakfast and after school provision.
- The provision of support for parents to develop their own skills, support their children's learning and manage in times of crisis.
- Guidance and support to raise aspirations and develop cultural capital.
- Support for other groups of disadvantaged children such as pupils with English as an Additional Language (EAL), Young Carers, those supported by Social Services and pupils who may have a learning or physical difficulty.
- 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 [guidance on using the pupil premium](#)
- Information on how the school uses the Pupil Premium is available here: <https://www.lubbinspark.essex.sch.uk/pupil-premium/>

5. Eligible pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils in reception and years one to six.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Eligible pupils fall into the categories explained below.

5.1 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.

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 at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 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.

5.4 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 October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Please apply online: <https://www.lubbinspark.essex.sch.uk/pupil-premium/>

Alternatively, please contact the school office for a paper copy, help or advice.

The school takes a holistic approach to supporting all learners. The school recognises that other groups of children such as pupils with English as an Additional Language (EAL), Young Carers, those supported by Social Services and pupils who may have a learning or physical difficulty, although not in receipt of Free School Meals, may also benefit from the Pupil Premium Grant. The school therefore reserves the right to use the Pupil Premium Grant to support other disadvantaged pupils such as those identified above.

6. Roles and responsibilities

6.1 Head of Academy and Senior Leadership Team

The Head of Academy and Executive SENCo 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 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 templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors/Trustees

The Governing Board/Board of Trustees is responsible for:

- Holding the Head of Academy 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 Head of Academy, 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 Head of Academy 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 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 reviewed annually by the Head of Academy and Executive SENCo. At every review, the policy will be shared with the Board of Trustees.