



Pupil Premium Policy Wincle CE Primary School



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Wincle CE Primary School
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Version control

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June 2025	Change of date for the census

Our school's vision:

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

The school aims to promote equality of opportunity and diversity effectively. As a result, pupils will understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience." (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

PUPIL PREMIUM POLICY

AIMS

At Wincle CE Primary, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that **ALL** our children are given every chance to realise their full potential. 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

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 (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked after children'
- [Academies] DfE (2021) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium' This policy operates in conjunction with the following school policies:
- Equality Information and Objectives Policy
- Pupil Premium Impact Statement
- School Development Plan

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 pupil premium grant (PPG).
- 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 School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the Governing Body to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG 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 meets the requirements to publish information regarding the PPG on the school website, 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 Records Management Policy.

The pupil premium lead (Sarah Smith) is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with other relevant staff members to draw up the Pupil Premium Impact Statement.
- 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.

PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- Ever 6 FSM: pupils recorded as eligible for FSM, or have been recorded as eligible at any point in the last six years. This includes eligible children of families who have no recourse to public funds. in the October 2024 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2024.
- NRPF: pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- LAC and PLAC: pupils recorded in the October 2024 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- Ever 6 service children: pupils recorded in the October 2024 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2024 census

Objectives

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

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- 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 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 the parents of pupil to collectively ensure pupils' success

How PPG is spent Under the ESFA's terms of the PPG, the school only spends the funding in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities whose provision furthers any benefit for pupils at the school
- In line with government guidance, the school does not need to spend the PPG so it solely benefits pupils eligible for the grant. The school will use the PPG to support other pupils with identified needs where appropriate.
- 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.

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 School Development 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 focused 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 pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary 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 – the approach relates to pupils' 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.
- A child-centred approach to assessment for learning.

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 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 - 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 - wider strategies are used to overcome non-academic barriers to success.

The school spends the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated 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 LAC premium is used to facilitate a wide range of educational support for LAC.

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. PLAC premium is allocated directly to the school.

LAC premium and PLAC premium is 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.

Example interventions

The school may utilise the following achievement-focused 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 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 utilise the following teaching-focused interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers.

The school may utilise the following wellbeing-focused interventions:

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

The school may utilise the following communication-focused 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 utilise the following independence-focused interventions:

- Work experience opportunities
- Opportunities to lead sessions

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 at any point since 2015 (known as the 'Ever 6 service child measure')
- 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

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.

Accountability

Individual targets are set for each pupil in receipt of the PPG 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 with subject teachers.

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 publishes its strategy for using the PPG on the school website by the 31 December of each school year utilising the DfE template.

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.

Reporting

The headteacher reports annually to the Governing Body and parents regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the Governing Body.

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

For parents of pupils in receipt of PPG, 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.

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 available in the appendices. 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.

Overpayments

The school repays any overpayment of the PPG.

Monitoring and review

The headteacher and the Welfare Subcommittee are responsible for reviewing this policy annually. Any changes to this policy will be communicated to all relevant stakeholder

