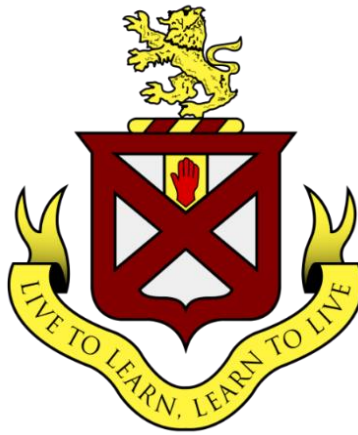




Byrchall High School Pupil Premium Policy

Approved by: P Paul

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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 [Pupil premium: allocations and conditions of grant 2026 to 2027 - GOV.UK](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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 they can reach their full potential.

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

4.1 Pupil premium

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 on what academies should publish online.

The disproportionately high impact of Covid-19 on the education of disadvantaged pupils makes pupil premium funding more important than ever.

Our pupil premium strategy is available here along with pupil premium information from previous years. This strategy is the template published by the government and will be published on our website by 31st December 2026 enabling us to take the needs of our new intake into account. Spending decisions will be informed by a range of evidence as outlined in the conditions of the grant. It is recommended that this plan take a three year approach focusing on high quality teaching, targeted academic support and wider strategies. Where a three year approach is used, the strategy must be reviewed and an updated strategy published every academic year before 31st December.

Diagnostic assessment is crucial for understanding the specific elements of education that our children are finding challenging rather than performance in whole subjects and the EEF diagnostic assessment will be used to support this process.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence based research, such as those publicized by EEF on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer. We know from evidence across the English school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit noneligible pupils as well. Some examples of how the school may use the grant include, but are not limited to:
 - Providing extra one-to-one or small-group support by either a teacher or TA. This creates smaller class sizes in some lessons for the whole class.
 - Employing extra teaching assistants.
 - Running catch-up sessions / 1:1 and small group tuition.
 - Subsidising educational trips and music lessons.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: <https://www.byrchall.wigan.sch.uk/pupil-premium>

4.2 Service pupil premium

We recognise the emotional and academic challenges that may be faced by our students from families that are serving in the Armed Forces due to mobility, deployment, and changes in family circumstances. Funding is used to provide targeted pastoral support, access to counselling or mentoring services, and initiatives that promote stability and continuity in learning. We also invest in enrichment activities that foster a sense of belonging and wellbeing, ensuring service children feel valued and fully integrated into school life.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 7-11.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) 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 October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

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.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Service children

Pupils recorded in the most recent October census:

- 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 ('ever 6 service children'), 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

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure 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 and service 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

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure 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 headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher 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 the funding 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 monitored by Mrs F Collins Walsh Smith, Deputy Headteacher.

It will be reviewed every 2 years by the Deputy Headteacher with responsibility for PP. At every review, the policy will be shared with the governing board.