



PUPIL PREMIUM POLICY

Values statement

At Warlingham School & Sixth Form College School with our use of Pupil Premium (PP) Funding we believe that we must identify areas of appropriate focus for each disadvantaged student to help support them to make expected or better than expected progress in line with their starting points. We believe it is our responsibility to narrow the language gap between disadvantaged students and their non-disadvantaged peers, accelerate student progress, raise attainment, and support social and emotional development which enables students to learn. We are committed to broadening the cultural capital of disadvantaged students by providing new experiences and widening opportunities for students by ensuring they have access to, and are fully engaged in, all aspects of Warlingham School & Sixth Form life. We also seek to ensure well supported transitions both into school and at the conclusion of education at Warlingham, including securing future destinations.

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.

Legislation and guidance

This policy is based on the [Pupil premium: allocations and conditions of grant 2024-2025](#) published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [Using Pupil Premium: Guidance for School Leaders](#), and the [Pupil premium: overview](#).

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.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of socio-economically disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these two disadvantaged groups, which comprise pupils with a range of different starting points and needs to narrow any progress gaps between them and their non-disadvantaged peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower levels of progress 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.

Our Objectives in spending the Pupil Premium Grant

At Warlingham School we aim to operate a tiered approach to Pupil Premium spending which will help us balance approaches to improving teaching, targeted academic support, and support with wider strategies. Our aim is to close the disadvantage gap and mitigate against the impacts of socio-economic disadvantage by building the cultural capital of disadvantaged students. We wish to use the funding to help us improve and sustain higher attainment for disadvantaged pupils at our school to ensure that it is comparable with that of non-disadvantaged pupils in the school.

Our use of the grant will focus on the key challenges identified in school that are preventing our disadvantaged pupils from attaining well which includes inconsistency in metacognitive/self-regulation strategies when faced with challenging learning tasks, lower levels of vocabulary and weaker attendance. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessments, not upon assumptions about the impact of disadvantage.

Our expectations at Warlingham School are that all pupils, irrespective of background or the challenges they face, attain well, across both our lived and academic curriculum and develop cultural capital.

It is clear from most research findings, that good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium grant to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split does not create an artificial separation from whole class teaching.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Identify for the disadvantaged specific barriers to achievement.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The use of the grant is therefore based around three core principles.

Supporting and Developing Teaching

Spending on improving teaching includes professional development, instructional coaching, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is a key priority for our Pupil Premium spending. The grant is used to support our whole school focus is on narrowing the language gap which we perceive to an extent to be the disadvantage gap.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress regardless of starting points. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our Pupil Premium strategy.

Wider strategies

Our wider strategies entitled "Areas of focus – Closing the gaps" relates to the most significant non-academic opportunity areas for success in school, including attendance, behaviour, and social and emotional support. It also includes building cultural capital for students from disadvantaged backgrounds by enabling access to and participation in extracurricular activities to both widen horizons and raise aspirations. While many of these focus areas are common between schools, the specific features of the community we serve affects our spending in this category.

Our focus areas are:

- Building levels of independence (IND)
- Growing attendance (ATT)
- Raising expectations and aspirations (ASPCAR)
- Supporting participation (PART)
- Access to free school meals (FSM)
- Building social and emotional capacity (SES)
- Enhancing parental engagement (ENGM)
- Building on language development (LNG)

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.

Information on how the school uses the pupil premium is available on our website under Pupil Premium.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils up to year 11.

Eligible pupils fall into the categories explained below.

- **'Ever 6' free school meals (FSM) children**

For mainstream and special schools, the PP grant for financial year 2025-2025 will include pupils recorded in the October 2023 school census who have had a recorded period of FSM eligibility since (and including) January 2018, as well as those first recorded as eligible in October 2023.

- **Children of families with No Recourse to Public Funds (NRPF) who are eligible for free school meals**

From 24 March 2022, FSM eligibility has been permanently extended to children of families with NRPF, subject to specified income thresholds. As these pupils should now be recorded as such in the school census, PP grant for these pupils will automatically be calculated in the same way as for other FSM eligible pupils. Unlike in previous years, there will therefore not be a separate PP grant claims process for these pupils for financial year 2024-2025.

- **Looked-after children (LAC)**

PP grant is allocated to local authorities based on the number of LAC supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority.

Virtual school heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans, in line with the menu of approaches.

- **Previously Looked-after children (PLAC)**

For mainstream and special schools, the PP grant for financial year 2024-2025 will include children recorded in the October 2023 school census who were looked after by a local authority or other state care immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

For the first time in financial year 2023-24, this includes pupils adopted from state care from outside England and Wales.

- **Service children**

A school's PP grant will include an allocation of Service Pupil Premium (SPP) based on the number of pupils for whom any of the following apply:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service). This includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For mainstream and special schools, the SPP for financial year 2024-2025 will include pupils recorded in the October 2023 school census who have been recorded as a service child at any point since the January 2017 census, as well as those recorded as a service child for the first time in the October 2023 school census.

Roles and responsibilities

The Headteacher and Senior Leadership Team 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 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 information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Governors

The governing board is responsible for:

- Holding the Headteacher 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 Headteacher, 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 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.

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.

Monitoring arrangements

This policy will be reviewed annually by an individual delegated by the Headteacher. At every review, the policy will be shared with the governing board.

Approved by local Governing Body	Summer 2025
Due for review	Summer 2026
SLT Member	Mr P Kinder

Appendix – Areas of focus

[Area of focus 24-25](#)