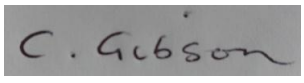
Pupil Premium Policy

Updated:	**September 2026**
Produced by:	**Mrs T Allen** **Headteacher**
Ratified by:	**Ratified by the Board of Trustees**
Signed:	 **Chair of Trustees**
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1. Mission statement

Achieving excellence through support and challenge.

The effective use of the pupil premium grant involves both elements of our mission statement. At Ryhope Infant School Academy, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

2. Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Eligibility for Free School Meals (FSM) is one of the indicators used to identify pupils who may attract Pupil Premium funding. Schools receive funding for pupils who are currently eligible for FSM or who have been eligible at any point during the previous six years (known as 'Ever 6 FSM'). Schools also receive funding for previously cared-for children, including those adopted from care or who left care through a Special Guardianship Order or Child Arrangements Order, and for children eligible for the Service Pupil Premium. Current funding arrangements and eligibility criteria are determined annually by the Department for Education (DfE). From September 2026, changes to national FSM entitlement arrangements mean that pupils who received FSM during the transitional protection period continue to be recognised within the Ever 6 cohort and may continue to attract Pupil Premium funding for the relevant funding period.

The Department for Education states that schools are free to determine how Pupil Premium funding is spent in order to improve outcomes for eligible pupils. Schools are accountable for the impact of this funding through published performance information, Ofsted inspection activity and statutory reporting requirements relating to Pupil Premium strategy and outcomes

3. Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who attract Pupil Premium funding are socially disadvantaged, and not all disadvantaged pupils meet the eligibility criteria for Pupil Premium. The school will therefore consider a range of information when identifying pupils who may benefit from additional support.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

- Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

4. Roles and responsibilities

Board of Trustees (Governors)

- The Board of Trustees will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school improvement plan (SIP).
- The Board of Trustees will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Chair of the Resources Committee is the trustee designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy and will evaluate the impact of increased support on the achievement of targeted pupils.

Headteacher and SLT

- In Ryhope Infant School Academy, the headteacher retains overall responsibility for leading the pupil premium strategy.
- The Headteacher will produce trajectory targets for reducing the gap between pupil premium pupils and their peers over three years matched to the SIP.
- The Headteacher will produce termly reports for the Board of Trustees, showing the progress made by socially disadvantaged pupils and projections for each academic year.
- SLT will have overall responsibility for evaluating the impact of the identified actions.

Subject leaders

- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the Board of Trustees through the Headteacher.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

5. Intent

At Ryhope Infant school Academy we effectively use the pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to acquire positive attitudes, the skills, knowledge and understanding necessary to become confident, independent learners. Our intention is that all pupils, irrespective of their background, achieve their potential across all areas of school life.

At Ryhope Infant School Academy we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all

pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. We believe that the highest possible standards can only be achieved by having high expectations of all learners. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

The school recognises that Pupil Premium funding is allocated according to nationally determined eligibility criteria but may be used to support a wider group of disadvantaged and vulnerable pupils where there is evidence that this will improve educational outcomes. This may include pupils who currently attract Pupil Premium funding, those who have previously attracted funding through Ever 6 FSM eligibility, pupils who have or have had a social worker, young carers and other pupils identified through the school's assessment of need.

6. Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

The school will have an effective strategy for supporting pupil premium pupils and there will be a strong commitment to this strategy by all stakeholders.

Resources will be purchased and utilised so that actions in the SIP are being implemented.

Medium term

As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.

Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.

Discussions with pupils provides evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in the narrowing of the gap between pupil premium and non-pupil premium pupils.