

Emerson Park Academy



PUPIL PREMIUM POLICY

Reviewed: November 2025

Date of next Review: November 2026

Introduction

This policy should be read in conjunction with the three year strategy statement document found on the website.

In April 2011 the Government introduced the Pupil Premium: funding which is additional to main school funding. The purpose of the Pupil Premium is to help schools to narrow the attainment gap between pupils from low income families to their non-disadvantaged peers by ensuring that this funding reaches the pupils who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of pupil needs.

It is for schools to decide how the Pupil Premium allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source: DFE Website

This policy complies with:

- Section 14 of the *Education Act 2000*
- DfE Pupil Premium Guidance (latest update)
- Ofsted's *School Inspection Framework*
- The *Equality Act 2010*

Pupil Premium funding is allocated for:

- Pupils eligible for Free School Meals (FSM) currently or within the last six years (Ever 6 FSM).
- Looked After Children (LAC) and previously Looked After Children (Post-LAC).
- Pupils with parents serving in the armed forces.

The school publishes an annual **Pupil Premium Strategy Statement** on its website, detailing:

- How the funding is allocated.
- The rationale for chosen approaches.

Roles, Responsibilities and Reporting

The headteacher is responsible for ensuring the effective use of the Pupil Premium and promotes an inclusive ethos of high expectations for all pupils. The Headteacher reports regularly to the Governing body.

The Governing board approves and reviews the annual Pupil Premium strategy, holding leaders accountable for the impact of the funding. They also ensure compliance with statutory publication requirements.

The Pupil Premium coordinators and senior leaders oversee the implementation and evaluation of the strategy, tracking progress, attendance and participation.

All staff are responsible for the successful implementation of the pupil premium strategy. In particular, teaching staff will identify and address barriers to learning, plan high quality lessons and use effective assessment and feedback. Form tutors and the pastoral team will monitor attendance, behaviour and wellbeing and make regular contact with parents and families to support engagement.

The policy and strategy are reviewed annually by the Governing Board and updated to reflect new funding levels and school priorities. Each academic year, the school will publish:

- The total Pupil Premium allocation.
- A summary of barriers to learning.

- Planned expenditure and rationale (linked to evidence).
- Impact of previous spending.
- Progress against success criteria.

The Emerson Park Pupil Premium Strategy

Principles:

Our intention is that all pupils, irrespective of their background or the challenges they face, have limitless potential. Every pupil should make excellent progress and we are committed to closing the disadvantage gap. All staff endeavour to have high expectations and be aspirational advocates for our students. Emerson Park Academy recognises that disadvantage takes many forms therefore robust data tracking allows us to identify all forms of disadvantage.

Strategy Intent:

High quality teaching has the greatest impact on pupil progress therefore it is at the heart of our strategy. Upon the recommendation of the EEF we take an evidence-informed, tiered model, to inform spending decisions. Our approach balances high-quality teaching, targeted academic support and wider strategies.

We acknowledge that disadvantaged pupils are a diverse group with unique strengths and challenges and so our pupil premium strategy is designated to provide personalised support that enables every pupil to thrive. We also recognise that disadvantage extends beyond the pupil premium label. As a school we are committed to identifying and supporting all vulnerable pupils to ensure equity for every learner.

The effectiveness of our pupil premium strategy and progress against our aims will be monitored through regular data analysis, pupil voice, staff feedback and monitoring by the governing body. This will enable us to respond quickly to changing needs of our students.

The full details of our Pupil Premium strategy can be found on our website. Our aims are:

1. Improve attainment: narrow the attainment gap between PP and Non-PP students. This will be measured with internal and nationwide data.
2. Improve attendance: PP students will have high attendance, similar to that of Non-PP students
3. Improve behaviour: PP behaviour incidents will have parity with Non-PP. All students be respectful and will have high levels of self-regulation
4. Improve literacy: PP students will have high levels of oracy, reading and writing
5. Improve well-being: PP students will feel safe, happy and have a love of learning.
6. Equitable mobility and participation: PP students will participate in extra-curricular activities and out of class learning opportunities with a rich cultural capital.
7. Prepare all students for their future careers and next steps: PP students will leave Emerson Park Academy clear on their next steps and there will be zero NEET.

Pupil Premium spending will be clearly identifiable within the budget which will show impactful and financially sustainable decisions. Our aspirational strategy is created in three year cycles to enable a strategic approach, prioritising sustained improvement. The strategy will always align with the school improvement plan and will be reviewed annually and published on the school website following Governor scrutiny.

Outcomes:

With the successful implementation of our pupil premium strategy the school will be inclusive and meet the individual needs of all pupils. All vulnerable pupils will experience equitable opportunities in their academic and social development with these students making equitable progress to their peers.

High quality classroom teaching within a curriculum of depth and breadth will fully prepare students for their futures in modern Britain. Students will have a life-long love of learning and a broad cultural capital.

We are committed to providing equality of opportunity for all pupils. Disadvantaged pupils will not be treated as a homogeneous group but as individuals with distinct needs. The school actively promotes inclusion, ambition, and a growth mindset culture for every learner.