



Winterbourne Nursery and Infant School

Inspire - Learn

Be Proud

WINTERBOURNE NURSERY & INFANT SCHOOL

PUPIL PREMIUM POLICY

Approved by:

Petra Wigzell

Date: July 2025

(Head teacher)

Next review due by:

July 2026

This policy reflects the aims and values of our school, which are rooted in our school vision:

Inspire, Learn, Be proud

At Winterbourne Nursery and Infant School, we have high aspirations and ambitions for all our children, and believe that everyone, regardless of race, gender or family circumstances, should have equal access to an outstanding education. We aim to enable all our children to be **inspired**, **learn** to best of their ability, and to **be proud** of who they are.

Pupil premium (PP) money is carefully targeted to support children from disadvantaged backgrounds to ensure they benefit from the same opportunities as their peers. We aim to ensure that spending is directly linked to narrowing the gaps in attainment between children in receipt of the pupil premium grant and other children within our school.

As a school, we have a good record of addressing the needs of our pupil premium children. To ensure the best outcomes for our pupils, we track pupil's progress rigorously in order to ensure early identification of barriers to learning. We do not rely solely on data to understand how our children are progressing; observations, learning walks, pupil progress meetings, regular parent contact and pupil voice also contribute to our understanding of how different children are performing across the school.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; - supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

This policy should be read in conjunction with the Pupil Premium Strategy which can be found on our website:

Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

This policy refers to the DfE's information on [what maintained schools must publish online](#).

Purpose of the Pupil Premium Grant:

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

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 that they can reach their full potential.

For a detailed breakdown of how the PPG will be spent please read the Pupil Premium Strategy Document on the school website.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Reception and Year 2.

Eligible pupils fall into the categories explained below:

Free school meals:

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

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. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post-looked after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 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 (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

Roles and responsibilities

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 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 spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by 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 head teacher, 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

School business manager is responsible for:

- Monitoring delegation of funding for pupil premium
- Providing information on allocation for pupil premium funding via the school website and **reports to governors**

Pupil Premium Champion:

Our Pupil Premium Champion is also our Pastoral Manager - Jenny Bravery. She is responsible for:

- Maintaining a record of pupil progress and impact of mentoring, and providing feedback to the class teacher
- Liaising with external partners and agencies, where appropriate
- Seeking to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Working with class teachers, pupils and parents in supporting provision for pupils
- Working closely with families particularly those in need, or without recourse to public funds
- Organising, maintaining and distributing school food bank

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
- Working with pupils, parents and senior leaders to plan, implement and monitor the impact of support
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these children through Pupil progress meetings
- Sharing insights into effective practice with other school staff
- Taking prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

This policy is linked to: Equalities Policy, Teaching and Learning Policy.