MARLFIELDS PRIMARY SCHOOL

PUPIL PREMIUM POLICY 2026

The Pupil Premium Policy in respect of Marlfields Primary School has been discussed and adopted by the Local Advisory Board in Aut 2026	
Chair of Board:	*Mr Gary Provis*
Responsible Officer:	*Mrs C Sleath*
Agreed and ratified by the Local Advisory	*Board on: October 2026*
To be reviewed:	*October 2027*

1. BACKGROUND

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that children from deprived backgrounds underachieve compared to their non-deprived peers. The Premium is provided to enable these children to be supported to reach their potential. Pupil Premium funding is allocated according to criteria determined annually by the Department for Education and includes pupils who are currently eligible for free school meals, have been eligible within the relevant qualifying period, are looked after or previously looked after, and pupils attracting Service Premium funding.

2. ETHOS STATEMENT

The Children First Learning Partnership offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

3. ELIGIBILITY AND FUNDING

Pupil premium funding based on the number of pupils in school in October each year from the following groups:

- Free school meals;
- Looked after and previously looked after children;
- Service premium- whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract service premium do not form part of the schools disadvantaged population or data.

Pupils will not be identified as a member of the above groups on a school management information system with 3rd party confirmation including adoption court orders and HM Forces ID.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. Schools reserve the right to allocate the funding to support any groups of pupils the school has legitimately identified as being disadvantaged. E.g. pupils who are in contact with a social worker and pupils who are acting as a carer.

Allocation of additional funding

All schools within the Children First Learning Partnership Trust will use the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps:
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must also support middle and higher attaining pupils not just lower attaining pupils;
- Focussing on a small number of carefully chosen priorities is effective-less can be more.

In line with the EEF Guide, all schools within Children First Learning Partnership Trust will adopt a tiered approach to Pupil Premium spending. They are as follows:

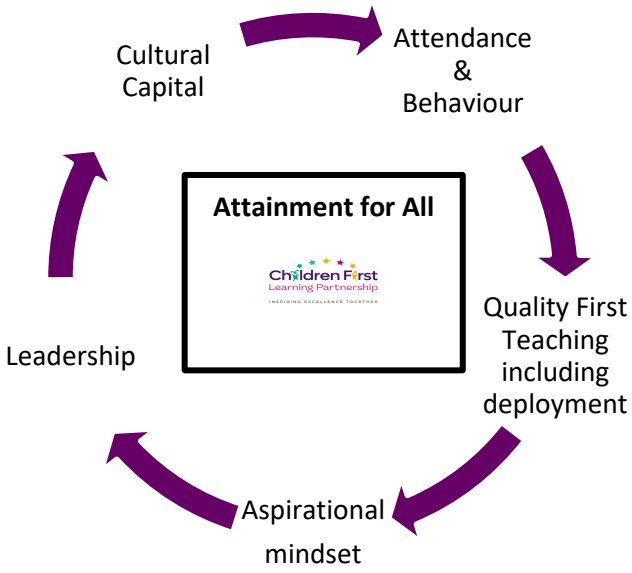
4. AIMS

We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of' profile, predict and prevent' in our Triple A Strategy, the Children First Learning Partnership aims to achieve the following for all DA pupils.

By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

5. KEY PRINCIPLES TO ACHIEVE SUCCESS:



Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs.
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance
- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.

- **5. ROLES AND RESPONSIBILITIES**

The school will publish an annual Pupil Premium Strategy Statement on its website, detailing planned expenditure, intended outcomes, evidence base and impact evaluation in accordance with DfE requirements.

Across the Children First Learning Partnership leaders will develop an aspirational culture and ethos for attainment and success for all disadvantaged pupils by:

- Be proactive – Use our Profile, Predict and Prevent Strategy
- Use Data well to be responsive to need
- Use Pupil Premium funding effectively
- Challenge all stereotypes
- Use target setting to raise aspiration and close gaps
- Be outward looking, working alongside other schools and agencies to raise standards
- Ensure staff knowledge is current and based on research of successful practice
- Devolve responsibility of raising attainment to all staff
- Ensure all staff have the capacity to support children's needs

Directors are responsible for:

- Holding Trust leaders to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress, attainment and access to the wider curriculum offer.

The CEO and Executive Headteacher is responsible for:

- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending for all schools:
- Commissioning Pupil Premium reviews as required;
- Producing termly reports (to Directors) relating to outcomes for disadvantaged pupils for both individual schools and the Trust.

Local Advisory Boards are responsible for:

- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.
- Each school has an Inclusion Link and the Children First Learning Partnership has an Inclusion Champion whose roles include ensuring our multi academy trust provides ambitious provision which to aspires close any attainment gaps and ensures all pupils who are disadvantaged access their full curriculum entitlement. This will be done via termly monitoring of the PP budget and PP strategy alongside observing provision, talking to pupils and talking to staff.

Executive Headteachers and Headteachers are responsible for;

- Writing the annual Pupil Premium statements using agreed EEF guidance and templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Ensuring the publication of statutory information on the schools website;
- Ensuring termly reports are produced relating to outcomes for disadvantaged pupils to LAB and the Trust.

Class teachers:

- All staff are expected to have an in-depth knowledge of all the children they teach and support, especially those children identified in a vulnerable group.
- All teachers are accountable for the progress made by the children they teach.
- All staff will ensure they adopt teaching and learning strategies that meet the needs of individuals and groups via quality first teaching.
- All staff will be expected to use the Triple A Strategy to profile their DA pupils, predict any possible barriers for them and also prevent underachievement via the use of the strategies provided.
- All staff will demonstrate a commitment to engaging with parents of our most disadvantaged pupils
- All staff will demonstrate a commitment to reasonably adjusting practice both within the classroom and in all aspects of school life.

6. MONITORING AND EVALUATION

We will be monitoring and evaluating the achievement of our Pupil Premium pupils as an individual group in comparison to all other pupils within our schools via the analysis of our internal teacher assessment and standardised testing, attendance data and behaviour logs, pupil interviews and any other specific monitoring activity on a termly basis.
Local Advisory Board's will monitor this policy annually and review their pupil premium strategy and be informed of the impact it is having on our most advantaged pupils on a termly basis via their Inclusion Link Local Advisory Board member and Pupil Premium Champion.

Version	Date	Amendment	By
V2	12.10.2022	Date of review (12.10.2021) and ratification dates changed on front cover.	LAP
V3	14.09.23	Date of review and ratification dates changed on front cover. New CFLP Logo added	CEO
V4	11.08.24	Added new Eligibility section 3	CEO
V4	11.08.24	Updated roles and responsibilities section 5 to include CEO, Exec Head and Heads.	CEO
V5	27.07.25	Added to section 3 – Eligibility: Pupils will not be identified as a member of the above groups on a school management information system with 3rd party confirmation including adoption court orders and HM Forces ID.	
V6	10.08.26	Section 1 Background amended definition to: Pupil Premium funding is allocated according to criteria determined annually by the Department for Education and includes pupils who are currently eligible for free school meals, have been eligible within the relevant qualifying period, are looked after or previously looked after, and pupils attracting Service Premium funding.	CEO
V6	10.08.26	Added to roles and responsibilities The school will publish an annual Pupil Premium Strategy Statement on its website, detailing planned expenditure, intended outcomes, evidence base and impact evaluation in accordance with DfE requirements.	CEO