

Berkswich CE Primary School			
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Policy Title	Pupil Premium Policy		

Contents:

Statement of intent

Legal framework

Pupil Premium Grant Allocation

Objectives

How Pupil Premium Grant is spent

Long-term strategy for success

A tiered approach to PPG spending

Provision

Use of the LAC and PLAC premiums

Example interventions

Use of the Service Pupil Premium (SPP)

Early Years Pupil Premium (EYPP)

Accountability

Monitoring and Evaluation

Reporting

Reviewing the Policy

This policy operates within the Christian ethos of the school and has been written to reflect an understanding that each of us are equally cherished and valued as God's children, and all deserve, and ought to be given the opportunity to achieve their full potential.

Statement of intent

At Berkswich CE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG). Research shows that pupils from socially disadvantaged backgrounds can under achieve compared to their peers. This grant is provided to enable these pupils to reach their full potential and to help close any gaps.

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers
- Providing funding for LAC and previously LAC (PLAC)
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

The government has used pupils entitled for free school meals (FSM) during the last six years, looked after children and service children as indicators of social disadvantage, and they have provided a fixed amount of money for schools per pupil based on this. As a school, we acknowledge that not all pupils in receipt of Pupil Premium funding are socially disadvantaged and not all socially disadvantaged pupils are eligible for pupil premium.

At Berkswich, we ensure that appropriate provision is made for all pupils including those who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils is adequately assessed and addressed. The school is committed to meeting pastoral, social and economic needs of all our children and the targeted and strategic use of pupil premium will support us in achieving this.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, this policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- DfE 'Pupil premium: overview'
- DfE 'Using pupil premium: guidance for school leaders'
- DfE 'Pupil premium: conditions of grant for the 2025 to 2026 financial year'
- DfE 'Promoting the education of looked-after children and previously looked-after children'
- ESFA (2024) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2024) 'Pupil premium'
- DfE (2023) 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to the Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- LAC Policy
- School Website Policy
- Pupil Premium Report and Impact Statement
- School Improvement Plan (SIP)

Pupil Premium Grant (PPG) Allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
 - 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, and also

pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)

- They have been registered as a 'service child' on a school census in the past six 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

In line with government expectations, the school will adopt the definitions in the table below for PPG eligibility.

[For the 2025 to 2026 financial year PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£1,515
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£1075
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,630
PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order	£2,630
Early Years Pupil Premium	£570
Service children	SPP amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD Any pupils who meet the following criteria: • One of their parents is serving in the regular armed forces of another nation and is stationed in England and they have been registered as a 'service child' in the most recent autumn DfE school census • They do not currently have 'service child' status but they have been registered as a service child on any DfE school census in the past six years	£350

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	
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The school will receive its PPG funding from the LA.

Alongside the pupil premium, pupils who are eligible for FSM, or have been at any point in the last six years, also attract funding through the schools national funding formula.

Free School Meals

Who is eligible for free school meals?

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

In addition, the following pupils will be protected against losing their free school meals as follows:

- Since 1 April 2018, all existing free school meals claimants have continued to receive free school meals whilst Universal Credit is rolled out. This applies even if their earnings rise above the threshold during that time.
- In addition, any pupil gaining eligibility for free school meals after 1 April 2018 will be protected against losing free school meals until March 2025.

- After March 2025, any existing claimants that no longer meet the eligibility criteria at that point (because they are earning above the threshold or are no longer a recipient of Universal Credit) will continue to receive free school meals until the end of their current phase of education (i.e. primary or secondary).

A pupil is only eligible to receive a free school meal when a claim for the meal has been made on their behalf and their eligibility, or protected status, has been verified by the school where they are enrolled or by the local authority.

Universal infant FSM (UIFSM)

Your child is eligible for UIFSM if they are in a government-funded school and in either Reception class, Year 1 or Year 2. If you also get any of the qualifying benefits above, you should tell us or the LA, as we receive additional funding for this.

Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities, as far as possible, between pupils
- To ensure that the PPG reaches the pupils who need it most
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success
- To ensure that teaching and learning opportunities meets the needs of all pupils
- To ensure that the appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Roles and responsibilities

The **governing board** is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).

- Maintaining robust oversight of the school's financial affairs.
- Liaising with the Headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The **Headteacher** is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way that aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The **pupil premium lead** is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the Headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the Headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the Headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

How Pupil Premium Grant is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school that meet the funding criteria.
- For the benefit of pupils registered at other maintained schools or academies that meet the funding criteria, e.g. when hosting summer schools.
- On community whose provision furthers any benefit for eligible pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

Our long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment

- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy
- Ensuring PPG funding and spending can be identified within the school's budget
- Assessing the individual provisions required for each pupil in receipt of the PPG
- Exploring evidence-based research and studies of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based

- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP))
- Support pupil transition through the stages of education (e.g. from primary to secondary)
- Raise aspirations through access to high-quality educational experiences
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers
- An emotionally-intelligent approach to the setting of clear behaviour boundaries
- Increasing pupils' understanding of their emotions and identity by using the skills of an Emotional Literacy Support Assistant (ELSA)
- Positive reinforcement
- Building self-esteem
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals

A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed.

Spending priorities are as follows:

- Teaching
- Targeted academic support

➤ Wider strategies

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use.

We spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success.

We spend the PPG on the following wider strategies:

- Behaviour support
- Sporting opportunities
- Experiences which enhance children's cultural capital development
- Uniform and trip subsidisation only where appropriate
- Social, emotional and mental health supporting interventions such as ELSA

Provision

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the premium pupil funding to support a pupil or groups of pupils the school has identified as needing intervention or support.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

As part of their good practice, class teachers and the SENDCo continue to monitor children's attainment, progress and wellbeing, and ensure that there is a range of appropriate provision in place to support children who belong to vulnerable groups.

This provision has the full support of the governing board and includes:

- Providing small group work with an experienced teacher focussing on overcoming gaps in learning
- 1:1 support where necessary and appropriate
- Additional teaching and learning opportunities provided by trained TAs or external agencies
- Access to clubs or after school provision
- Providing homework resources
- Providing resources within school to support learning and to enable children to make accelerated progress in their learning

In addition, the school recognises that the wider curriculum supports and enriches children's development and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.

Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated virtual school head (VSH).

The premium is used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC.

The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school.

LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Example interventions

We may utilise the following achievement focused interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

We may utilise the following wellbeing focused interventions:

- One-to-one counselling sessions via ELSA professional
- Allocating funds to enable pupils to participate in extra-curricular activities
- Yoga and Mindfulness Sessions
- Sporting opportunities
- LAMDA- the transformative power of the dramatic arts and the value to society of creativity, innovation and authentic, confident communication. A world-leading conservatoire and globally recognised awarding body, they offer exceptional training for creative artists and technicians; and empower people of all ages and backgrounds through drama, literature, musical theatre and poetry.

Use of the service pupil premium (SPP)

The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet the following criteria:

Pupils will qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype session' where appropriate
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting
- If no SEMH needs or academic needs are identifying school can use SPP for enriching the pupil's repertoire of skills such as through LAMDA or music tuition

Early Years Pupil Premium (EYPP)

The school understands that, similar to the pupil premium grant, the purpose of EYPP is to improve the educational outcomes of socio-economically disadvantaged children who are eligible for free early years entitlements in an early years setting.

The school is aware that all early years providers who provide early years entitlements provision to children eligible for EYPP are eligible to receive the EYPP.

Eligibility

Children will be eligible for EYPP if they receive at least one hour of free early years entitlements provision and their parent or carer meet any of the following criteria:

- Their family gets one of the following:
 - Income Support.
 - Income-based Jobseeker's Allowance.
 - Income-related Employment and Support Allowance.
 - Support under part 6 of the Immigration and Asylum Act 1999.
 - The guaranteed element of Pension Credit.
 - Child Tax Credit.
 - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for working tax credit.
 - Universal Credit
- They are currently being looked after by an LA in England or Wales.
- They have left care in England or Wales through:

- An adoption order.
- A special guardianship order.
- A child arrangements order.

If a child qualifies for EYPP under more than one set of criteria, they will only attract the funding once.

EYPP will only be payable for the first 15 hours used by children taking up the eligible working parents' entitlements for 3 and 4-year-olds and 2-year-olds and under. The EYPP will not be payable on the additional 15 hours for these entitlements.

Identifying eligible children

The school is aware that it is ultimately responsible for identifying eligible children so that the LA can provide the appropriate funding.

To ensure appropriate funding is sought, the school will speak with parents of all children aged 9 months to 4 years taking up one of the entitlements, to find out who is eligible for EYPP funding.

The school will also ensure that it speaks to the parents of children who took up either of the early education entitlements for 2-year-olds, as many of these children will attract EYPP when they turn 3.

Where appropriate, the school will refer to the DfE's [parental declaration form](#), which includes a section on parental consent for early years settings and LAs to check eligibility for EYPP.

The school is aware, that it is the responsibility of the LA's virtual school head (VSH) to identify children eligible for EYPP who are currently in LA care.

Eligibility checking

The school understands that it is the LAs responsibility to check EYPP eligibility when they are informed, either by a parent or the school, that a child may be eligible.

The school is aware that an EYPP eligibility check should not be made more than a term in advance of the child taking up their free entitlement in case the family's circumstances change. Once a child becomes eligible for EYPP, that child will remain eligible while they are taking up the early years entitlements.

The school is aware that, once the child enters reception, they will no longer be eligible for the EYPP but may become eligible for the pupil premium. Eligibility for EYPP does not automatically lead to eligibility for pupil premium when the child starts school.

Using EYPP funding

The school will ensure EYPP funding is used, alongside any other available funding streams, to improve educational outcomes for disadvantaged children by spending on activities, staff training and resources that specifically impact educational outcomes for disadvantaged children.

The school will plan EYPP spending based on consideration of well-evidenced approaches such as professional development for staff, which may benefit all children while providing the greatest benefit to disadvantaged children.

The school will ensure that it spends EYPP funding in full within the academic year for which it has been allocated.

When planning EYPP spending, the school will refer to the recommended approaches set out by the [DfE](#) and the [Education Endowment Foundation \(EEF\) Guide](#), by taking a **balanced approach** to:

- **Develop quality practice** – e.g. by developing the quality of practice through effective professional development.
- **Tailor personalised support** – e.g. by purchasing robust assessment tools and offering personalised support.
- **Lead, plan and sustain a strategy** – e.g. by taking time to plan monitor and sustain programmes and initiatives, as well as accessing additional support or working with other settings.

EYPP Accountability

The school is aware that, during an inspection, Ofsted will evaluate the quality of provision and consider:

- How effective the setting is at identifying children eligible for funding for disadvantage.
- The decisions that leaders take about supporting those children's needs.
- How well children are supported.
- The impact on disadvantaged children.

The school understands that Ofsted will use its inspection methodology to have discussions with leaders, staff and parents about what it is like at the school for children eligible for EYPP.

During times where they may not be any children in the early years who are in receipt of EYPP, the school understands that Ofsted may want to know why this is.

Accountability

Where appropriate individual targets are set for pupils in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy statement for using the PPG on the school website by the 31st of December each year, utilising the DfE template.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website. (Please see below).

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used, including achievement data, pupils work, observations, learning walks and staff and parent pupil voice
- Assessment data is collected termly so that the impact of interventions can be monitored regularly
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed based on the individual needs of children
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A governor is responsible for Pupil Premium

The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Reporting

The Headteacher reports annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the PPG Lead, Headteacher and the governing board.

What we include in pupil premium funding report:

- information about the context of the school
- an overview of spending
- the nature of the support given and actions taken using pupil premium funding
- a summary of the impact of pupil premium
- future expenditure plans

The governing board will consider the information provided and will ensure there is an annual statement available on the school website outlining how the pupil premium grant has been used to address the issue of closing the gap for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

Overpayments

Where the school identifies that it may have been overpaid, it will contact the ESFA as soon as possible to arrange repayment of the excess. The school will comply with any written request from the ESFA seeking to recover the excess in the event of an overpayment identified by the ESFA.

Reviewing the Policy

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

The Pupil Premium Policy will be reviewed annually firstly by the PPG Lead and then sent to the Headteacher for approval. The Headteacher will then share the policy with the governors, once the governors ratify the updates, changes or amendments the policy will be shared with staff and uploaded to the school website. Parent governors will be involved in this process.

This can viewed by following this link: <https://www.berkswichceprimary.co.uk/policies/>

To compare school performances please follow the link below.

[Search for schools and colleges to compare - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/search-for-schools-and-colleges-to-compare)

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is date is listed above.