



Pupil Premium Policy

Document Control Information

Reviewed	03/11/2025
Responsibility	Iain Thomas
Committee	Resources
Review Date	November 2026
Signed	

Version	DATE	DESCRIPTION
4	14/03/2022	Inclusion of examples of use of PPG and removal of historic table.
5	21/03/2023	No further updates
6	30/05/2024	Added links to legislation and guidance. Updated background section, including pupil premium plus. Added information about Menu of approached allowed under conditions of grant. Addition of date and template link to Reporting Outcomes section.
7	03/11/2025	Addition of statement on funding allocation

Aims:

At Foundry College, the social, moral, spiritual and cultural (SMSC) development of all our pupils and being safe are paramount. We believe that the most important function of the College is to maintain an environment in which every member of the college is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Legislation and guidance:

This policy is based on advice from the Department for Education on [Using Pupil Premium: Guidance for College Leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/654422/Using_Pupil_Premium_Guidance_for_College_Leaders.pdf). The EEF's guide to the pupil premium [Pupil-Premium-2023.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/publications/Pupil-Premium-2023.pdf) and accompanying pupil premium resources for Colleges [The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/publications/The-EEF-Guide-to-the-Pupil-Premium) also complement this document.

Background to the Pupil Premium

The pupil premium grant, introduced in April 2011, is funding to improve educational outcomes for 5-16 year old pupils in identified groups (sometimes referred to as 'disadvantaged' pupils in some government documents). It is allocated to pupils who are one of the following: Looked After Pupils, pupils who are currently eligible for Free College Meals, pupils who are within a service family, those pupils who have received Free College Meals in the last six years (Ever 6 children). Pupil premium is not a personal budget for individual pupils and can be used to support other pupils with identified needs, or used for whole group/class interventions that will benefit all pupils.

Pupil Premium Plus refers to the portion of the pupil premium grant for children who are looked-after by the local authority or were previously looked-after by a local authority or other state care. We recognise that this group of pupils achieve significantly poorer outcomes than non-looked after children and in many cases the impact of pre-care and care experience can be a significant barrier to their educational achievement. Pupil premium allocations based on the eligibility of looked-after children are managed by the local authority's Virtual College Head and the College designated teacher (Nicky Rees) will work with the Virtual College to ensure that pupil premium benefits looked-after children in our College. (See FC044 CLA Policy)

As it has been identified that In the South East and East of England nearly one quarter of entitled pupils are not claiming Free school Meals ("Pupils not claiming free school meals": DfE Nov. 2012) the college reserves the right to allocate the PPG to support any pupil or groups of pupils the college has legitimately identified as being socially disadvantaged. This policy outlines how we will use the PPG allocated to us to support the individual needs and educational provision of pupils and narrow any attainment gaps that exist between Pupil Premium pupils and non-Pupil Premium pupils.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our College's Equality Statement and Objectives.

Our Pupil Premium strategy is bespoke, it is targeted and it is obvious. Disadvantaged pupils should leave us on an equal footing to everyone else, they must be ready and hold their heads up high for the challenges ahead.

We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers once and for all. High expectations and

consistency of progress and achievement for all pupils is embedded throughout our college and this is enhanced further ensuring Pupil Premium funding is used to maximum effect. No one child is the same and thus this is reflected in the wide variety of ways Pupil Premium funding is utilised.

The provision encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance pupils' social and emotional wellbeing.

We believe that Pupil Premium funding should be used to impact the wider college but it is also pertinent that the funding is specifically tailored to meet the needs of individual pupil premium pupils in addition to and in different ways from our other intervention programs.

Menu of approaches

Under the terms of the PPG, any activity funded using pupils premium must fall under an approach listed in the table below (developed in line with the EEF's 3-tiered approach as set out in its guide to the pupil premium. [The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Extended school time, including for summer schools
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole College or as individuals, and allocate a budget accordingly.

Objectives

- A whole college approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- The funding will be used to narrow the gap between the achievement of these pupils and their peers.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Close working relationship with our transition Colleges to ensure a joined up approach that is used to benefit our families - both pre and post transition.
- To ensure that the Pupil Premium funding makes a significant impact on identified pupils' education and lives.
- Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to ensure that pupils have access to the support they need to develop socially and emotionally.
- An up-to-date register of pupils recognised as disadvantaged and eligible for pupil premium funding will be maintained.
- When new pupils come on roll, pupil premium funding will be requested from the previous education setting

Provision

The college will regularly seek to further develop strategies and interventions which can improve the progress and attainment of disadvantaged pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support to focus on overcoming barriers to learning;
- Additional teaching and learning opportunities provided through learning mentors, specialist tutors or external agencies;
- Develop learning behaviours through targeted interventions to build resilience, raise self-esteem, and develop social and emotional skills;
- Easter revision sessions;
- Facilitating pupils' access to education and the curriculum through additional or specialist resources, e.g. specialist software, with a focus on Maths and English.
- Provision of off- site opportunities, both sporting and cultural.
- Therapeutic Interventions e.g. Art Therapy, Theraplay,
- One-to-one counselling sessions
- Allocating funds to enable pupils to participate in enhanced enrichment activities*
- For example, the PE Lead to enrich the physical education curriculum offer, by providing extended wellbeing led activities to identified pupils throughout the year, such as positive mental health sports related activities e.g. mountain biking, yoga, dance, boxing and gym

Monitoring the effective use of the Pupil Premium:

- We will monitor, evaluate and review the impact of the Pupil Premium funding.
- Pupil Premium funding will be clearly identifiable within the budget.
- The Headteacher, in consultation with SLT and staff, will decide how the Pupil Premium is spent for the benefit of identified pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free College meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free College meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups or individual pupils that the college has legitimately identified as being socially disadvantaged.
- The college will assess what additional provision should be made for the individual pupils.
- The college will track the impact of the strategies put into place to ensure that we can show the value that has been added to the education of identified pupils.
- The college will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The Headteacher will report to the Management Committee on how effective the intervention has been in achieving its aims, including publishing online information about how the Pupil Premium funding has been used.

Reporting outcomes

It will be the responsibility of the Headteacher to produce a report for the Management Committee that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.

The Management Committee will ensure that there is an annual statement to parents published on the website, outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This will be published by 31 December each year.