

Pupil premium policy

ReFocus



Approved by: Paula Tucker Headteacher **Date:** 23/09/2025

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). 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](#).

3. Purpose of the 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 they can reach their full potential.

Index of Multiple Deprivation (IMD) 2019 Profile: Northampton October 2019 LINK

There are 422 LSOAs in Northamptonshire. Of these, 24 LSOAs are amongst the top 10% most deprived in England and 38 fall within decile 2 nationally. Thus, 62 (14.7%) of the LSOAs in Northamptonshire are amongst the top 20% most deprived nationally. The equivalent figures in 2015 were 29, 40, 69 and 16.4% respectively, although 20 LSOAs have moved within, into or out of this group. Exactly half of the 2019 deprived LSOAs are found in Northampton. Across England as a whole, the index will, of course, place 20% of LSOAs within deciles 1 and 2.

Three of the county's boroughs and districts contain a greater proportion of deprived LSOAs (deciles 1 and 2) than the 20% national division. These are Corby (29.3%), Northampton (23.3%) and Wellingborough (21.3%). South Northamptonshire has no deprived LSOA in the top 20% of deprived counties.

In 2023, 23.8% of pupils were eligible for free school meals, up from 22.5% in 2022. This represents over 2 million pupils. In the East Midlands in 2023, 23.1% of pupils were eligible for free school meals compared to 21.5% of all pupils in 2022. Whilst the number of pupils eligible for free school meals was already increasing prior to the pandemic, the increase from January 2020 to January 2022 stands at 450 000 pupils. This is three times the increase from 2019 to 2020 and there has been a further increase in 2023

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students

4. Use of the grant

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- Consider the context of the school and the main challenges or barriers your disadvantaged and vulnerable pupils face, and list some of these if appropriate
- Use evidence, such as learning from what works in your school, to inform your decisions on pupil premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents/carers to take their views on their child's needs into account
- Make sure the school uses its pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for your pupils, based on evidence)
- Integrate pupil premium interventions into the curriculum (you may want to detail what changes are needed to existing ways of working)
- Make sure all staff promote the principles and ethos of the pupil premium strategy

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding English classes for children who speak another language

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available on our Website

5. Eligible pupils

It is important to note that students attend ReFocus for a relatively short period of time when looking at their whole school journey. It is also noted that there are often gaps in education and periods of absence that can make obtaining initial data problematic and may hinder the validity of the progress made. Refocus is an Independent Special School with students on full time and short term packages. Some of the students that are full time are Dual Registered and as such their Pupil Premium allowance will have been allocated to their home school. For the purpose of this policy ReFocus will define Pupil Premium Pupils as those that are on roll single registration and identified as a LAC of PLAC. The Pupil premium allowance for eligible students is directed to the Local Authority and is Pro-rata for those that join as an In-year admission. As such this premium isn't passed on to us as an independent school, with the exception of those on-role Looked after children, where Virtual Schools send that funding allocation to ReFocus termly. This is important to note as those students that are Pupil Premium have had their funding used to supplement their placement at ReFocus and isn't an additional payment received. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January 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 January census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) 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.

5.3 Post looked-after children

Pupils recorded in the most recent January 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
- In state care from outside England and Wales before being adopted

5.4 Ever 6 service children

Pupils recorded in the most recent January 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 January census
- › In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- › Keeping this policy up to date, and ensuring it is implemented across the school
- › Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- › Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The 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 headteacher, 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

6.3 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

- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

7. Monitoring arrangements

This policy will be reviewed annually by the Pupil Premium lead Hayley Perry, Pupil Premium Governor Amandeep Tiwana. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to: Pupil Premium Strategy Statement