



HERITAGE HOUSE SCHOOL

Pupil Premium policy

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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 learners 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 2025 to 2026](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged learners.

The school will use the grant to support these groups, which comprise learners with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all learners eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so they can reach their full potential.

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for learners who are children of serving and former armed services personnel. Learners can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

School leaders decide on which activity to spend their pupil premium (and recovery premium) on following the framework set out by the 'menu of approaches'. This can be found on pages 5 and 6 of Department of Education (DfE) document: 'Using pupil premium: guidance for school leaders' (DfE, 2025).

The menu of approaches is designed to help schools use their funding effectively to raise the attainment of disadvantaged learners.

The format of the menu of approaches reflects evidence suggesting that pupil premium spending is most effective when used across 3 areas:

- high-quality teaching, such as staff professional development
- targeted academic support, such as targeted interventions
- wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support.

Also, guidance is sought from the Education Endowment Foundation (EEF) 'The EEF guide to the Pupil Premium' document. The EEF (EEF, 2024) recommends that using pupil premium funding for high teaching quality should be a priority and can be the most effective way to improve outcomes for disadvantaged learners. By doing so, schools will inevitably benefit non-eligible learners as well.

Pupil premium is not a personal budget for individual learners, and schools do not have to spend pupil premium so that it solely benefits eligible learners. Pupil premium can be used to support other learners with identified needs, such as learners who have or have had a social worker, or learners who act as a carer. It can also be used for whole class interventions, for example high-quality teaching, which will also benefit non-disadvantaged pupils.

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 conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Heritage House School - Pupil Premium](#)

5. Eligible learners

The pupil premium is allocated to the school based on the number of eligible learners, from Reception to year 11.

Eligible learners fall into the categories explained below.

5.1 Ever 6 free school meals

Learners recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes learners first known to be eligible for free school meals in the most recent October census.

This also includes learners 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 learners 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 in England or Wales for at least 1 day.

5.3 Previously looked-after children

Learners recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Service Children

Learners 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 ('ever 6 service children'), 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

6. Roles and responsibilities

6.1 Headteacher, and senior leadership team and Pupil Premium Lead:

The headteacher, senior leadership team and Pupil Premium Lead 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 learners and supporting learners 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 learners 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 learners and raising attainment

6.2 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 learners 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- › 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 learners, including those eligible for the pupil premium
- › Identifying learners 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- › Identifying the eligible looked-after children and informing the local authority

- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the the Headteacher, senior leadership team and Pupil Premium Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

Designated Teacher Policy.