

1. Aims

This policy aims to:

- **Provide background information** about the Pupil Premium Grant so that 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 Department for Education (DfE) guidance [Pupil premium: allocations and conditions of grant 2026 to 2027](#) and [Using pupil premium: guidance for school leaders](#).

3. Purpose of the grant

The Pupil Premium (PP) was introduced in April 2011 and is paid by means of a specific grant based on school census figures for students. The pupil premium grant is additional funding allocated to publicly funded schools to improve the progress and raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces and to narrow any gaps between them and their peers.

We 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 that they can reach their full potential. The funding will be used to tackle any underlying inequalities, including to provide equality of opportunity for students to broaden their experience and cultural capital outside of the curriculum.

4. Use of the grant

The DfE recognises that school leaders are best placed to assess their students' needs and use the funding to improve attainment, drawing on evidence of effective practice including the Education Endowment Foundation (EEF) [Guide to the Pupil Premium](#). The Pupil Premium is not a personal budget for individual students and schools are not required to spend all the allocated grant on eligible students. It is for school leaders to decide how to spend the Pupil Premium, within the requirements of the conditions of grant.

This policy will play an important part in the educational development of the individual students who are entitled to the Pupil Premium. We will ensure that our PP students are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.

The Headteacher, in consultation with the trustees and senior staff, will decide how the Pupil Premium is spent for the benefit of students and assesses what additional provision could be made for individual students. The additional funding will be used to promote the attainment and progress of eligible students, paying particular regard to the effectiveness of quality first teaching.

Weald of Kent Grammar School will be accountable for how it has used the additional funding to support the achievement of PP students. The Pupil Premium will be clearly identifiable within the school's published budget, and we will report to the trust board and parents on how effective the intervention has been in achieving its aims.

Our use of the PP aligns with the 3-tiered approach described in the EEF's PP guide and the DfE's 'menu of approaches':

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

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

- Access to catch-up or intervention sessions
- Providing extra tuition where needed
- Funding educational, enrichment and/or extra-curricular trips and visits including the Duke of Edinburgh Award Scheme
- Support with the cost of travel to and from school
- Financial support towards uniform and equipment costs including texts and revision resources
- Increased access to IT through the loan of a laptop
- Financial support towards peripatetic music lessons or attendance at clubs
- Access to counselling or other specialist support such as art therapy
- The provision of learning support via Student Services, or external providers, including diagnostic testing
- A breakfast supplement for students entitled to targeted free school meals (FSM) to ensure that students start each school day hydrated and nourished so they are ready to learn.

We will publish our strategy statement outlining the school's use of the Pupil Premium each academic year on the school website, in line with the DfE's guidance and using the templates on GOV.UK.

Our Pupil Premium strategy statement is available here:

<https://www.wealdofkent.kent.sch.uk/about/policies>

5. Eligible pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils in years 7 to 11. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals (FSM Ever 6)

Pupils who are known to have been eligible for free school meals prior to September 2026 or for targeted FSM from September 2026) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

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 or those only eligible for expanded FSM from September 2026.

5.2 Looked-after children (LAC)

Pupils who are in the care of, or provided with accommodation by, a local authority 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 Previously looked-after children (PLAC)

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care before being adopted
- 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 Ever 6 service children (SSP)

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service) or is in the armed forces of another nation and is stationed in England
- 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)
- In receipt of a child pension under the Armed Forces Compensation Scheme or the War Pensions Scheme 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 that it is implemented across the school
- Ensuring that 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 PP spending and keeping this under regular review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for PP to assess the impact of the school's use of the funding
- Reporting on the impact of PP spending to the trust board on an ongoing basis
- Publishing the PP strategy statement on the school's use of the PP 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 Trustees

The trustee board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using PP funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for PP, 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 PP
- Challenging the headteacher to use the PP 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 PP
- Identifying pupils whose attainment is not improving in response to interventions funded by the PP, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

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