


RISE PARK PRIMARY AND NURSERY SCHOOL



Pupil Premium Policy

December 2025

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| Signed by Chair of Committee |  |
| Print Name | Jeanette Kirkby |
| Date | March 2026 |
| Date of review | March 2027 |

PUPIL PREMIUM POLICY

At Rise Park Primary and Nursery School we are committed to offering our pupils the highest possible quality education, support and care.

Our Mission Statement is:

“STEPS TO SUCCESS”

Our vision is to develop a thriving community which recognises each child as a unique individual. We share an absolute commitment which:

- provides an equal opportunity for access to a high quality education
- offers a safe, happy and caring and stimulating environment with a positive ethos by all for all.
- sets consistent high, realistic expectations to ensure individual children realise their full potential
- recognises and celebrates achievement and success.
- values honesty, sensitivity and responsibility in all relationships.
- creates a positive and purposeful partnership with parents/carers and develops links with the local community.

Principles

Every child with his/her individual needs and gifts is unique and special. The targeted and strategic use of Pupil Premium will support us in achieving our vision that every child can achieve their potential, irrespective of background or starting point.

All members of staff, governors and teaching assistants accept responsibility for “socially disadvantaged” pupils and are committed to meeting their pastoral, social and academic needs within a caring community.

As with every child in our care, a child who is considered to be “socially disadvantaged” is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils who are eligible for Free School Meals (FSM) either now or for the past six years. The premium is provided in order to support these pupils in reaching their potential and paid in addition to the main school funding.

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for FSM. This fixed amount of money will increase every year of the course of this current Parliament. At Rise Park Primary and Nursery School we will be using the indicator of those eligible for Free School Meals as our target children to “narrow the gap” regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and “narrow the gap”. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance table, new OFSTED inspection framework and reports to parents/carers to include measures that show the attainment of pupils who receive pupil premium and how they compare to their peers.

Provision

In order to meet the above requirements, the Governing Body of Rise Park Primary and Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority will be focussed on “narrowing the gap” for those pupils not on track to achieve age related expectations or greater depth expectations at the end of Key Stage One and Two. Additional priorities will be ensuring the children eligible for FSM receive their full entitlement to curriculum enrichment activities and good quality social and well-being support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school and the named Governor for Pupil Premium, Jeanette Kirkby, will ensure that the needs of socially disadvantaged pupils are adequately assessed through regular pupil progress meetings and monitoring of data.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. We reserve the right to allocate the Pupil Premium to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

Priorities for 25-26 include:

- Additional support deployed to Year 6 to ensure disadvantaged pupils leave Rise Park with the best possible outcomes to prepare them for their next stage of learning
- Strategic CPD linked to analysis of data to improve outcome for disadvantaged pupils
- Structured interventions such as Early Talk Boost, Theraplay, Toe-by-Toe, IDL
- Two trained ELSAs to deliver bespoke nurture provision
- Gardening and AAI interventions (Therapy Dog) delivered by external agencies to provide SEMH support
- 1:1 support
- Interventions delivered by TAs to target specific academic/SEMH needs
- Deployment of family support worker to target specific families to support within the family home, offer courses, further engage parental support etc
- Attendance Leads focusing on improving persistent absence and overall attendance for all
- After school tuition led by teachers
- Pearl Phonics subscription to continue to improve outcomes for disadvantaged pupils
- Release time for subject leaders to continue to improve teaching standards across school

- Participation in Mastery Number project by NCTEM to ensure our disadvantaged children are receiving the best possible start to their maths learning

The Deputy Head Teacher, in conjunction with the Head Teacher, will maintain an ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the Governors' Pupils and Personnel Curriculum Committee.

Reporting

It will be the responsibility of the Deputy Head Teacher to produce a termly report for the Full Governor's Meeting and to liaise with the named Governor for Pupil Premium, Jeanette Kirkby. The report should cover:

- The progress made towards narrowing the gap, by year group, for those children in receipt of the funding.
- An outline of the provision (with costings) that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of progress made by the pupils receiving a particular provision (e.g. Toe-By-Toe), when compared to other forms of support.

The Governors of the school will ensure that there is an annual statement for parents/carers published on the school website on how the Pupil Premium funding has been used to address the issue of "narrowing the gap" for socially disadvantaged pupils.

The Head Teacher will ensure that:

- Parents/carers receive information on how the Pupil Premium funding has been used to address the issue of "narrowing the gap" for socially disadvantaged pupils.
- Pupil Premium information will be published on the website.

Success Criteria

The evaluation of this policy is based on how quickly the school can "narrow the gap" between those children receiving Pupil Premium and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for those children in receipt of Pupil Premium
- The vast majority of those pupils in receipt of Pupil Premium will meet their individual targets.
- Effective parental/pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Measuring Impact

It is the responsibility of the Pupil Premium Co-ordinator, with support from other members of staff, to measure the effectiveness and impact of measures paid for with the pupil premium budget. This will include both quantitative and qualitative data and will highlight that the impact will not solely be displayed through academic data alone.

Impact will be measured through:

- Analysis of progress and attainment gaps using Rise Park's Primary School's internal tracking methods
- Analysis of externally reported data including Foundation Stage data, Year 1 phonics screening, Year 2 phonics re-take data and End of Key Stage 2 data.
- Analysis of progress of children in specific interventions such as feedback clinic
- Attendance and punctuality data
- Case studies created by the Rise Park's Primary School's well-being team
- Participation in extra curricula activities
- Attendance information linked to persistently absent pupils

Any appeals against this policy should be made in writing through the Governor's complaint procedure/appeals panels.