



THE MOUNTBATTEN SCHOOL

School Improvement Committee

Pupil Premium Policy

September 2025

Review Date: September 2026

Statement of intent

The Mountbatten School aims to provide the highest possible outcomes for all learners, irrespective of their background, circumstances or starting point. We want to make sure that no learners are 'left behind' as a result of their disadvantage. We aim to ensure all staff see reducing pupil premium gap as a priority and are committed to creating an inclusive culture by developing students' knowledge and skills, well-being, intellectual curiosity and creativity. As a high achieving school, we create a culture of high expectations and high aspirations for all learners with the aim of this lasting beyond their school career and with them in their next steps.

This policy should be read in conjunction with our Pupil Premium Strategy Statement (revised annually and published by 31 December).

Pupil Premium Policy

All Pupil Premium spending decisions must:

1. Align with the DfE's mandated 'menu of approaches,' which organises spending into three tiers recommended by the EEF:
 1. **High-Quality Teaching** (the top priority);
 2. **Targeted Academic Support**; and
 3. **Wider Strategies** to address non-academic barriers (e.g., attendance and SEMH)."
2. Be informed by robust evidence. All interventions and approaches must be evidence-based, drawing on research from sources such as the Education Endowment Foundation (EEF), including their Teaching and Learning Toolkit, guidance reports, and list of Promising Programmes.
3. Focus on improving educational outcomes. The grant must be used to improve educational outcomes for disadvantaged pupils, measured through attainment, attendance, and other relevant pupil outcome data.

A copy of the policy has been circulated to all middle leaders and disseminated to all teaching staff. The policy will be reviewed every year following publication of the school's Annual Report on Pupil Premium Expenditure. The policy will be reviewed through the Audit and Finance Committee.

The purpose of the policy is to set out how the school will ensure that Pupil Premium and other relevant grant resources are allocated in accordance with the true purposes intended and that students receive the support they need to narrow the academic achievement gap between them and less disadvantaged students.

Narrowing the attainment gap is a core purpose of the school. The Headteacher will advocate for the issue, lead INSET and key messages to staff and Trustees and ensure our provision and practice is informed by research from, for example, the EEF.

Funding Allocation

The Pupil Premium is allocated to local authorities and schools with students on roll that are Disadvantaged:

- Known to have been eligible for free school meals (FSM) at any time in the last six years
- Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, child arrangements order or a residence order.

Or 'Service Children':

- Students recorded as Ever 6 Service Child or in receipt of child pension from the Ministry of Defence.

Schools have the freedom to spend the Premium, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for students attracting Pupil Premium funding.

Principles

- We ensure that teaching and learning opportunities meet the needs of all students, with high-quality teaching as the top priority for pupil premium spending
- We ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- The Mountbatten School recognises that pupil premium is not a personal budget for individual pupils. The school may use pupil premium to support Pupils who do not meet the eligibility criteria but have other identified needs, such as those who have or have had a social worker, or who act as a carer
- The Mountbatten School will ensure that the total Pupil Premium budget will be spent on Pupil Premium students whilst recognising that some interventions will, as an externality, support other students and the wider school community
- Other specified grants will be allocated within context of funding.
- All spending decisions will be informed by robust evidence of effectiveness, with particular reference to the EEF's research and the DfE's menu of approaches

Strategic Planning Process

The school will follow the DfE's 5-step approach to developing and delivering an effective pupil premium strategy:

- **Step 1: Identifying the Challenges Faced by Disadvantaged Pupils**
 - The school will use diagnostic assessment, drawing on data from internal and external assessments, to identify specific areas where intervention and support will improve each pupil's academic progress. This will include:
 - Analysis of attainment data across all subjects
 - Reading, literacy and numeracy assessments
 - Attendance data, including persistent and severe absence rates
 - Behaviour incidences and exclusions data
 - Wellbeing, mental health and safeguarding concerns

When identifying challenges, we will consider the underlying academic and non-academic causes, drawing on discussions with teachers, support staff, pupils and families.

We will pay particular attention to the needs of higher-attaining disadvantaged pupils, recognising that evidence shows they are at risk of falling behind their peers as they progress through school.

- **Step 2: Using Evidence**

- We will use evidence to inform all decision-making about pupil premium spending. This includes:
 - Ensuring all activities fall within the DfE's mandatory menu of approaches
 - Consulting the EEF's Teaching and Learning Toolkit, guidance reports, and evidence briefs
 - When purchasing external programmes, prioritising those listed on the EEF's Promising Programmes list and assessing their suitability for our context
 - Combining external research evidence with our own knowledge of our pupils and school context
 - Focusing spending on approaches that best address the challenges identified in Step 1.

- **Step 3: Developing an Effective Strategy**

- The school will develop a three-year pupil premium strategy that:
 - Addresses the challenges within our control that have the most significant impact on disadvantaged pupils' outcomes
 - Combines evidence about 'what works' with knowledge of our setting
 - Sets ambitious but realistic target outcomes
 - Aligns with other strategic school improvement documents, such as the School Improvement Plan
 - Ensures addressing disadvantage is a whole-school approach
- The strategy will be published on the school website by 31 December each year using the DfE's mandatory pupil premium strategy statement template. Even though the strategy covers three years, it will be reviewed and an updated statement published annually.
- The strategy will reflect the EEF's tiered approach, with spending allocated across:
 - 1. Developing high-quality teaching (top priority)
 - 2. Providing targeted academic support
 - 3. Tackling non-academic barriers to academic success
- Stakeholder engagement will be central to strategy development. The school will consult:
 - Governors and Trustees
 - Senior Leadership Team
 - Designated Safeguarding Lead
 - Designated Teacher for previously looked-after children
 - Special Educational Needs Coordinator (SENCo)
 - Relevant middle leaders and teaching staff
 - Parents, guardians and pupils where appropriate

- **Step 4: Delivering and Monitoring the Strategy**
 - When planning delivery, the school will consider:
 - “Collective responsibility” - How to ensure all staff promote the principles and ethos of the strategy, with appropriate professional development
 - “Targeting and monitoring” Which pupils will benefit from which activity, when and in what group size, and what data and resources are required to monitor impact
 - Once the strategy is in place, ongoing support for delivery will include:
 - Regular monitoring to drive improvements, with data and insights shared and used by staff
 - Sufficient time for staff to reflect on implementation data and feedback
 - Support for staff wellbeing, managing expectations, and encouraging buy-in
 - Ongoing professional development for staff delivering elements of the strategy
 - Regular communications about the importance of the strategy and how everyone can contribute
- **Step 5: Evaluating and Sustaining the Strategy**
 - The school will specify monitoring and evaluation measures when planning the strategy, not after launch. When evaluating impact, we will:
 - Measure success based on outcomes for disadvantaged pupils (attainment, attendance, etc.)
 - Implement a robust and transparent evaluation framework and report outcomes against this
 - Consider short-, medium- and long-term outcomes needed to achieve strategy objectives
 - Ensure evaluation is an ongoing process, recognising that effective strategies may need adapting year-on-year

Provision

Pupil Premium funding is hypothecated and should be used to support those for whom the additional funding is intended. All our work through the Pupil Premium will be aimed at accelerating progress, ensuring that children make at least age-related expectations and narrowing the gap in progress between ‘disadvantaged’ and ‘non-disadvantaged’ students.

The Assistant Headteacher (Operations) will oversee funding and conduct a needs analysis of all Pupil Premium students. This will help determine the individual and collective needs of Pupil Premium students. Progress will be discussed in Line Management meetings.

All provision outlined below aligns with the DfE's menu of approaches. The range of provision from which the school can choose depending upon the needs of students and budget available may include:

- Reading and literacy interventions for students joining the school with below average literacy skills; priority is given to Pupil Premium and students with identified needs
- Uniform grants
- Residential trip support
- Music tuition support
- Support in order to attend activities that support the student's curricular studies
- Assistance with attending after-school activities, such as by providing transport
- Programmes from external agencies that work to improve study skills, raise the aspiration of students or improve parental engagement.
- Provision of equipment that is essential to the study of a certain subject. E.g. Chef Whites for catering, revision/study guides, calculators, etc
- Support for students to access online work by supporting the purchase of or the lending of Chromebooks
- Additional staffing provision
- Head of Lower School to raise attendance rates for Pupil Premium students
- Literacy and numeracy support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs and external agencies
- Opportunities for students to access social and cultural experiences that they may otherwise miss.

SEND provision is provided from alternative budgets; consequently, SEND students may benefit from both Pupil Premium funded opportunities and mainstream SEND provision. The school will explore the IT needs of Pupil Premium and Literacy Catch Up students and in particular whether there are individual students whose progress is hampered by lack of IT facilities at home. The school will monitor the work of other schools and consider whether Pupil Premium resources can be used to tackle this issue.

Policy Agreed by School Improvement Committee

Signed by:
Chair of School Improvement Committee

Date:

Signed by:
Chair of Trustees

Date: