Birkett House School

Pupil Premium Policy

STATUS: DUE FOR REVIEW / AWAITING APPROVAL / IMPLEMENTED (HIGHLIGHT AS APPROPRIATE)	
Reviewed date:	22nd September 2026
Reviewer:	Cath Brooks
Implementation date:	January 2013
Next review:	22nd September 2027
Headteacher:	Tom Harrup
Date of review by Governors:	26th September 2026
Chair of Governors or Committee:	Tim Pearce

Contents

1. Aims 3
2. Legislation and guidance 3
3. Purpose of the grant 3
4. Use of the grant 3
5. Eligible pupils6
6. Roles and responsibilities 7
7. Monitoring arrangements 7
8.**Error! Bookmark not defined.**

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 the Pupil premium: overview - GOV.UK published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the Service pupil premium - GOV.UK

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 that they can reach their full potential.

4. Use of the grant

The School uses the grant using the following principles:

- the school's spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF);
- the grant supports the quality of teaching, such as staff professional development;
- the Grant provides targeted academic support, such as tutoring; and
- the Grant tackles 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' which includes:

- Considering the context of the school and the main challenges or barriers your disadvantaged and vulnerable pupils face.
- Using evidence, such as learning from what works in your school, to inform your decisions on pupil premium spending
- Addressing a wide range of needs, and take group and individual needs into account
- Engaging with parents to take their views on their child's needs into account
- Making 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
- 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
- Funding educational trips and visits
- Employing a family and pastoral lead.

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 here: Pupil Premium | Birkett House School

Our School Context

Wigston Birkett House Community Special School serves circa 250 pupils with special educational needs and disabilities. Our pupil premium strategy recognises that our eligible pupils face multiple, overlapping barriers to learning that require carefully tailored support.

Specific Barriers Our Pupil Premium Pupils Face

Through ongoing assessment and consultation with families and professionals, we have identified the following key barriers for our pupil premium-eligible pupils:

- **Communication and interaction difficulties** that affect their ability to express needs and engage with learning
- **Social, emotional and mental health needs** that may be heightened by disadvantage
- **Limited access to enrichment opportunities** outside school due to financial constraints
- **Additional health and therapy needs** that require coordination and support
- **Attendance challenges** linked to complex medical or family circumstances
- **Reduced access to technology and resources** at home to support learning

Our Priorities for Pupil Premium Spending

Based on these barriers and evidence of what works, our priorities are to:

1. **Enhance communication support** through specialist resources, training and therapy input
2. **Provide targeted therapeutic interventions** including music therapy, sensory integration and emotional regulation support
3. **Remove financial barriers** to participation in trips, residential visits and enrichment activities

4. **Strengthen family engagement** through our family and pastoral lead
5. **Improve attendance** through personalised support and early intervention
6. **Develop independence and life skills** to prepare pupils for adulthood
7. **Ensure access to appropriate technology** to support learning both in school and at home

These priorities are reviewed annually and adjusted based on the needs of our current cohort and evidence of impact.

Section 4b: Decision-Making Process for Pupil Premium Spending

How We Decide on Pupil Premium Spending

Our approach to pupil premium spending decisions is systematic and evidence-based:

Step 1: Identify Needs

- We analyse data from EHC plans, annual reviews, and ongoing assessments
- Class teams identify individual and group needs through regular reviews of achievement
- We consult with parents/carers about their priorities for their child at annual review and through regular communication with them.
- We gather input from external professionals (speech and language therapists, occupational therapists, educational psychologists) when it is available.

Step 2: Research Evidence-Based Interventions

- The senior leadership team reviews research from the Education Endowment Foundation (EEF) and specialist SEND organisations
- We consider what has worked previously in our school
- We network with other special schools to find out what has worked well previously.
- We evaluate the cost-effectiveness of different approaches

Step 3: Plan and Prioritise

- The headteacher and senior leadership team draft the pupil premium strategy
- We prioritise interventions that will have the greatest impact on the most pupils
- We ensure a balance between universal improvements (benefiting all pupils) and targeted support (for specific individuals or groups)
- We consider sustainability and whether interventions can be embedded long-term

Step 4: Involve Families

- We share our proposed strategy with parents/carers of pupil premium-eligible pupils
- We gather feedback through annual reviews and individual conversations
- We adjust our plans based on parent input where appropriate

Step 5: Approve and Implement

- The full governing board reviews and approves the pupil premium strategy annually
- Staff receive training on new interventions and approaches
- We allocate clear responsibilities for implementing each element of the strategy

Step 6: Monitor and Adapt

- We review impact termly (see Section 7a for details)
- If an intervention isn't working, we adapt or replace it
- We maintain flexibility to respond to emerging needs throughout the year

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in between reception and year 11.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October 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 October census.

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 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 October 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.

5.4 Ever 6 service children

Pupils 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 (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

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 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

- **Governors' Responsibilities**
- The governing board is responsible for:
  - **Holding the headteacher to account** for the implementation of this policy and the effective use of pupil premium funding
  - **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

How Governors Fulfil These Responsibilities

- **Termly reports**: The headteacher provides a written report to the full governing board each term on pupil premium spending, impact and any adjustments to the strategy
- **Annual strategy review**: Governors review and approve the pupil premium strategy statement before it is published on the school website (by 31 December each year)
- **Governor visits**: A designated governor (or governors) visits school termly to observe pupil premium interventions and speak with staff and pupils
- **Data scrutiny**: Governors review anonymised data on the progress and attendance of pupil premium pupils compared to non-pupil premium pupils
- **Questioning and challenge**: Governors ask probing questions such as:
    - How do we know this intervention is working?
    - What would we do differently if we had more/less funding?
    - Are we narrowing the gap for our most disadvantaged pupils?
    - How are we ensuring all staff understand their role?
    - What are parents telling us about the impact of our support?

Committee Oversight

The full governing board has oversight of pupil premium spending and impact. The board receives termly updates and conducts an annual deep-dive review of the pupil premium strategy.

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

Section 6.3a: Staff Training and Development

Staff Training on Supporting Pupil Premium Pupils

All staff receive training to ensure they understand their role in supporting pupil premium-eligible pupils and can implement our strategy effectively.

Induction Training

All new staff (including supply staff and volunteers) receive induction training that includes:

- An overview of pupil premium funding and its purpose
- The specific barriers our pupil premium pupils face
- Our school's pupil premium priorities and strategy
- High expectations for all pupils, regardless of background
- How to identify pupils who need additional support

Ongoing Professional Development

We provide regular training opportunities, including:

- **Annual whole-school training** (start of each academic year) on our pupil premium strategy and any new interventions
- **Targeted training** for staff delivering specific interventions (e.g., communication strategies, sensory approaches, therapeutic interventions)
- **Termly briefings** on pupil premium impact data and adjustments to our approach
- **Sharing best practice** through staff meetings, where colleagues demonstrate effective strategies
- **External training** where appropriate (e.g., from speech and language therapists, educational psychologists, specialist SEND organisations)

Ensuring Understanding

We check staff understanding through:

- Pupil outcomes and progress data
- Challenging misconceptions
-

Supporting Staff

Staff can access support at any time through:

- Their line manager or class team leader
- The specialist leads
- The senior leadership team

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 the 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.

Section 7: Impact Monitoring and Evaluation

How We Monitor the Impact of Pupil Premium Spending

We have a rigorous approach to monitoring the impact of our pupil premium spending to ensure we achieve the best outcomes for eligible pupils.

What We Measure

We track a range of metrics appropriate to our pupils' needs, including:

- **Academic progress**: Progress towards targets in EHC plans and individual learning journeys, particularly in communication, literacy and numeracy
- **Personal development**: Progress in independence skills, self-regulation and social interaction
- **Attendance**: Overall attendance rates and patterns of absence for pupil premium pupils compared to non-pupil premium pupils
- **Engagement**: Participation in enrichment activities, trips and extra-curricular opportunities

- **Wellbeing**: Feedback from pupils (where appropriate), parents and staff about pupils' confidence, happiness and emotional regulation
- **Therapy outcomes**: Progress towards therapy targets for communication, physical development and sensory needs
- **Destinations**: Post-16 outcomes and successful transitions

When We Monitor

- **Termly**: Data analysis of progress, attendance and engagement by the senior leadership team
- **Annually**: Comprehensive review of the pupil premium strategy and its impact, reported to governors

Who Is Responsible

- **Class teachers and teaching assistants**: Track daily progress and identify pupils not responding to interventions
- **Senior leadership team**: Analyse whole-school data, identify trends and coordinate the overall strategy
- **Headteacher**: Oversees all monitoring, reports to governors and ensures accountability
- **Governors**: Challenge and support leaders, reviewing termly impact reports and annual strategy evaluations

How We Use the Information

- We identify which interventions are having the greatest impact and consider expanding them
- We quickly identify interventions that aren't working and adapt or replace them
- We share effective practice across the school
- We provide additional training or resources where needed
- We adjust our spending priorities for the following year based on evidence of impact

Reporting

- The headteacher provides a termly report to governors on pupil premium spending and impact
- We publish our pupil premium strategy statement on our website annually, including the previous year's impact
- We share successes and areas for development with staff and parents

Section 7b: Policy Review Arrangements

Policy Review Arrangements

This policy will be reviewed **annually** by the headteacher and senior leadership team.

Review Process

The review will include:

- Analysis of the impact of the current year's pupil premium spending
- Consultation with staff, parents and governors
- Consideration of any changes to government guidance or conditions of grant
- Updates to reflect our current context and priorities

Approval and Publication

- The reviewed policy will be presented to the full governing board for approval
- Once approved, the policy will be published on the school website
- All staff will be informed of any changes and provided with updated training if necessary

Next Review Date: Autumn 2027

Section 8: Success Criteria

What Success Looks Like

We will know our pupil premium spending is effective when we see:

Academic Outcomes

- Pupil premium pupils make at least expected progress towards their EHC plan targets

- The gap in attainment between pupil premium and non-pupil premium pupils narrows over time
- Pupils develop strong communication skills appropriate to their needs
- Progress in literacy and numeracy is accelerated through targeted support

Personal Development

- Pupil premium pupils develop greater independence in self-care, learning and life skills
- Pupils demonstrate improved self-regulation and emotional wellbeing
- Pupils participate fully in enrichment activities, trips and residential visits
- Pupils develop confidence and resilience

Attendance and Engagement

- Attendance rates for pupil premium pupils improve and move closer to those of non-pupil premium pupils
- Persistent absence reduces
- Pupils are engaged and motivated in their learning
- Families feel supported and connected to the school

Transitions and Destinations

- Pupil premium pupils achieve successful transitions to post-16 provision
- Pupils move to appropriate destinations that match their aspirations and abilities
- Families feel confident about their child's future

Quality of Provision

- All staff demonstrate high expectations for pupil premium pupils
- Interventions are evidence-based and well-implemented
- Resources and support are targeted effectively
- Spending represents value for money

We review these success criteria annually and adjust them based on our cohort's needs and priorities.