

Buckingham Park Primary School



Vision: *Learning together. Learning for Life*

Mission: *Buckingham Park is a safe, vibrant place of learning where children engage enthusiastically with a stimulating and challenging curriculum. All individuals will be valued and enabled to grow and achieve academically, socially and emotionally and develop the skills required for successful future lives in a rapidly changing society.*

Pupil Premium Policy

Policy reviewed	March 2026
Policy to be reviewed	March 2029
Reviewed by:	Deputy Headteacher
Approved by:	Full Governing Body

Vision and Ethos

Learning Together. Learning for Life.

Buckingham Park Primary School is a safe, vibrant and purposeful place of learning where children engage enthusiastically with a stimulating and challenging curriculum. All individuals are valued and enabled to grow and achieve academically, socially and emotionally, developing the skills required for successful future lives in a rapidly changing society.

The strategic and targeted use of Pupil Premium funding plays a vital role in ensuring we fulfil this vision for our disadvantaged pupils.

Aims

Through the effective use of Pupil Premium funding, we aim to:

- Ensure every child leaves Buckingham Park Primary excited about learning and determined to succeed.
- Diminish the attainment gap between disadvantaged pupils and their peers nationally.
- Provide high-quality, inclusive, Quality First Teaching with high expectations for all.
- Deliver evidence-informed interventions that address barriers to learning.
- Support pupils' social, emotional and mental health needs.
- Promote excellent attendance and punctuality.
- Ensure full access to enrichment and wider curriculum opportunities.
- Work in partnership with families and the wider community to support pupil success.

School Context

Buckingham Park Primary School is a larger-than-average primary school. The majority of pupils are from White British backgrounds. The proportion of pupils with Special Educational Needs and/or Disabilities (SEND) is in line with national averages and includes pupils with speech and language needs, social and emotional needs, and moderate learning difficulties.

Background

The Pupil Premium is additional funding allocated to schools by the Department for Education to improve outcomes for disadvantaged pupils and to reduce inequalities in attainment.

Funding is allocated based on:

- Pupils eligible for Free School Meals (FSM) (including Ever 6 FSM)
- Looked After Children (LAC) and previously looked after children
- Service children

While eligibility is determined using national criteria, Buckingham Park recognises that disadvantage can present in many forms. Therefore, we use robust assessment and professional judgement to ensure funding addresses identified barriers to learning.

The school adheres to the DfE requirement to publish a three-year Pupil Premium Strategy Statement, updated annually, outlining:

- Identified barriers to learning
- Intended outcomes
- Evidence-informed strategies
- Impact evaluation

Principles

At Buckingham Park Primary School:

- Disadvantaged pupils are not viewed as a homogenous group.
- High-quality teaching is the most important lever for improving outcomes.
- Early identification and intervention are essential.
- Social, emotional and pastoral support is integral to academic success.
- All staff are responsible for the progress of disadvantaged pupils.
- Funding decisions are evidence-informed (e.g. drawing on educational research such as the Education Endowment Foundation guidance).

Use of Funding

Pupil Premium funding is allocated following rigorous termly and annual needs analysis.

Provision will include:

Quality First Teaching

- Targeted high quality CPD to improve pedagogy
- Coaching, collaboration and instructional support
- Curriculum development to ensure ambition and coherence

Targeted Academic Support

- Structured small-group interventions
- 1:1 tuition where appropriate
- Pre-teaching and precision teaching
- Speech and language programmes

Wider Strategies

- Attendance support and family liaison
- Therapeutic and emotional wellbeing support
- Access to specialist services (e.g. Educational Psychologist, speech therapist)
- Subsidies for trips, residential visits and extracurricular clubs
- Uniform and essential equipment support where needed

Funding is not allocated solely based on FSM status and may support other pupils identified as vulnerable or at risk of underachievement.

Roles and Responsibilities

Headteacher

- Overall accountability for the impact of Pupil Premium funding.
- Ensures strategy aligns with school improvement priorities.

Deputy Headteacher (Pupil Premium Lead) – Ms Karyn Astle

- Leads strategy development and implementation
- Monitors progress and provision
- Reports to Governors
- Ensures compliance with statutory publication requirements.

SENCO

- Supports identification of overlapping disadvantage and SEND.
- Ensures provision is complementary and coherent.

Class Teachers

- Accountable for the progress of disadvantaged pupils in their class.
- Use assessment effectively to adapt teaching.

Governing Body

- Holds leaders to account for the effective use of funding.
- Reviews impact and strategy annually.
- Ensures statutory information is published on the school website.

Monitoring and Evaluation

Impact is monitored through:

- Termly pupil progress meetings
- Data analysis (attainment and progress trends)
- Attendance monitoring
- Behaviour and wellbeing indicators
- Book scrutiny and learning walks
- Pupil voice

Senior leaders provide termly reports to the Governing Body detailing:

- Progress towards diminishing the attainment gap
- Provision implemented
- Cost-effectiveness and impact analysis
- Adjustments to strategy where necessary

An annual evaluation of impact is published as part of the Pupil Premium Strategy Statement on the school website.

Success Criteria

The success of this policy will be measured by:

- Improved attainment and progress for disadvantaged pupils.
- Diminishing differences between disadvantaged pupils and national comparators.
- Improved attendance for disadvantaged pupils.
- Increased participation in enrichment activities.
- Stronger parental engagement.

- Positive pupil wellbeing indicators.

Appeals

Any appeal regarding the allocation of Pupil Premium funding will be managed through the Governing Body's established complaints procedure.

Linked Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Single Equality Policy and Action Plan
- Relationships and Self Regulation Policy
- Attendance Policy
- Pupil Premium Strategy Statement