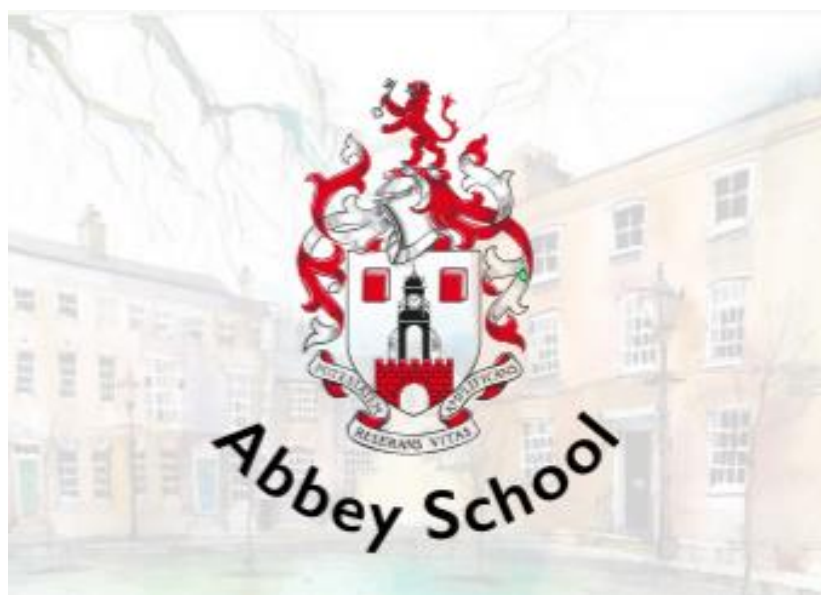




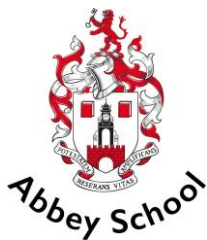
Pupil Premium Policy

Abbey School

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Adopted by	Senior Leadership Team	Date	Autumn 2026
Approved by Advisory Body on	Autumn 2026		
Last review	Autumn 2026		
Next review due by	Autumn 2027		

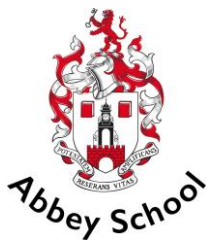
Other relevant policies:

- Equality, Diversity and Inclusion Policy
- SEND Policy
- Curriculum Policy
- Assessment Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- School Development Plan
- Data Protection Policy



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1. Aims

At Abbey School, we are committed to ensuring that all pupils, regardless of their background, circumstances or starting points, are provided with the support and opportunities necessary to achieve positive educational outcomes and prepare for adulthood.

The school recognises that pupils who are disadvantaged may face additional barriers to learning and participation. For many pupils in a specialist SEND setting, disadvantage may be compounded by additional factors including special educational needs and disabilities, social care involvement, attendance challenges, communication difficulties, adverse childhood experiences and wider family circumstances.

This policy outlines how the school will:

- Identify pupils eligible for Pupil Premium funding.
- Use funding strategically and effectively.
- Monitor the impact of expenditure on pupil outcomes.
- Ensure accountability and value for money.
- Promote equity, inclusion and high aspirations for all pupils.

The school aims to ensure that disadvantaged pupils:

- Make strong progress from their individual starting points.
- Access a broad, balanced and ambitious curriculum.
- Develop communication, independence and social skills.
- Improve attendance and engagement.
- Experience positive wellbeing and emotional development.
- Are well prepared for adulthood, employment and community participation.

2. Legislative Framework and Guidance

This policy has been developed with regard to:

- Children Act 1989
- Children and Families Act 2014
- Equality Act 2010
- UK GDPR
- Data Protection Act 2018
- Department for Education Pupil Premium: Allocations and Conditions of Grant 2025-2026.
- Department for Education Using Pupil Premium: Guidance for School Leaders (updated August 2026).
- Education Endowment Foundation Guide to the Pupil Premium.
- Statutory guidance relating to looked-after and previously looked-after children.

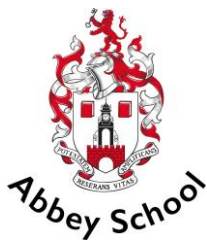
3. Eligibility

Pupil Premium funding is intended to improve educational outcomes for disadvantaged pupils.

The school recognises the following categories of eligibility:

3.1. Ever 6 Free School Meals (FSM)

Pupils who are currently eligible for free school meals or who have been eligible at any point within the previous six years.



3.2. Previously Looked-After Children (PLAC)

Children who:

- Were adopted from local authority care.
- Left care under a Special Guardianship Order.
- Left care under a Child Arrangements Order.
- Were adopted from state care or equivalent arrangements outside England and Wales.
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3.3. Looked-After Children (LAC)

Children who are in the care of an English local authority. Funding is managed through the relevant Virtual School Head.

3.4. Service Children

Children who meet current Service Pupil Premium eligibility criteria as determined annually by the Department for Education.

Current funding rates and eligibility criteria are determined annually by the Department for Education and are therefore not reproduced within this policy.

4. Principles of Spending

The school will use Pupil Premium funding to improve outcomes for disadvantaged pupils and reduce barriers to participation, learning and achievement. Due to the highly individual needs of pupils attending Abbey School, an individualised approach to spending PPG is employed for eligible pupils, however the school will ensure that spending decisions are:

- Are evidence-informed.
- Reflect individual pupil needs.
- Support progress towards EHCP outcomes where appropriate.
- Promote inclusion and participation.
- Are regularly reviewed for impact.
- Deliver value for money.
- Contribute to long-term improvements in pupil outcomes.

Pupil Premium funding is not treated as a personal budget allocated directly to individual pupils. Funding may be used to support wider strategies that benefit disadvantaged pupils alongside their peers where this is considered the most effective approach.

5. Strategic Approach

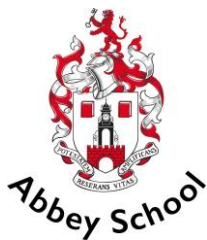
The school adopts the tiered model recommended by the Education Endowment Foundation.

5.1. High-Quality Teaching

The school recognises that high-quality teaching has the greatest potential to improve outcomes for disadvantaged learners.

Funding may therefore be used to support:

- Staff training and professional development.
- Development of SEND-specific teaching approaches.
- Communication and interaction strategies.
- Evidence-based curriculum development.
- Teaching resources and specialist equipment.
- Recruitment and retention of skilled staff.



5.2. Targeted Academic Support

Where assessment identifies specific learning needs, Pupil Premium may support:

- Small-group interventions.
- Individual teaching programmes.
- Literacy and numeracy support.
- Communication and language interventions.
- Reading development programmes.
- Access to assistive technology.
- Examination preparation and accreditation support.

5.3. Wider Strategies

Many barriers experienced by disadvantaged pupils extend beyond academic learning.

Funding may therefore be used to support:

- Attendance improvement initiatives.
- Emotional wellbeing and mental health provision.
- Therapeutic interventions.
- Behaviour support programmes.
- Social communication development.
- Independence and preparation for adulthood.
- Educational visits and enrichment opportunities.
- Parental engagement and family support.
- Community participation opportunities.
- Communication aids and assistive technology.

6. SEND and Disadvantage

As a specialist SEND setting, the school recognises that disadvantage frequently overlaps with additional vulnerabilities.

When determining expenditure, consideration may be given to:

- EHCP outcomes.
- Engagement and attendance.
- Communication needs.
- Therapeutic priorities.
- Social, emotional and mental health needs.
- Life skills and independence targets.
- Outcomes identified through the Assess-Plan-Do-Review cycle.

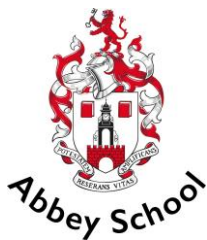
The school will seek to ensure that funded interventions complement rather than duplicate provision already funded through EHCP arrangements.

7. Looked-After and Previously Looked-After Children

The education of looked-after and previously looked-after children remains a priority.

The school will work collaboratively with:

- Parents and carers.
- Local authorities.
- Virtual School Heads.
- Social workers.
- Other professionals involved in the child's care and education.



Funding will be used to support educational outcomes identified through Personal Education Plans (PEPs) and wider support arrangements where applicable.

8. Service Pupil Premium

Service Pupil Premium is intended primarily to provide pastoral support to children whose parents serve in the armed forces.

Funding may be used to support:

- Emotional wellbeing.
- Transition arrangements.
- Social and pastoral support.
- Participation in peer support programmes.
- Activities which strengthen resilience and belonging.

The school will ensure Service Pupil Premium is used in accordance with current grant conditions.

9. Monitoring and Evaluation

The effectiveness of Pupil Premium expenditure will be reviewed regularly.

Leaders will evaluate the impact of funded provision through consideration of:

- Progress against personalised outcomes.
- Academic achievement.
- Attendance.
- Engagement.
- Communication development.
- Behaviour and wellbeing indicators.
- Participation in wider school life.
- Preparation for adulthood outcomes.

The school will use assessment information, pupil reviews, EHCP reviews and professional judgement to evaluate effectiveness.

Where interventions are not demonstrating sufficient impact, alternative approaches will be considered.

10. Reporting and Accountability

The Executive Principal and Senior Leadership Team are responsible for ensuring that Pupil Premium funding is used appropriately and effectively.

The school will maintain records demonstrating:

- Funding received.
- Identified barriers to learning.
- Planned interventions.
- Expenditure decisions.
- Impact on pupil outcomes.

Where publication of information is required, the school will comply with applicable grant conditions and legal requirements while ensuring that individual pupils cannot be identified.

Where very small numbers of pupils are eligible for Pupil Premium funding, information may be reported in a manner that protects confidentiality and personal data.

11. Roles and Responsibilities

11.1. Executive Principal Responsibilities

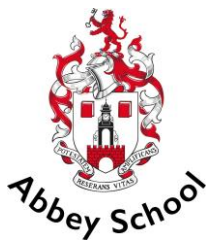
- Ensuring the policy remains compliant with current legislation, statutory guidance, regulatory requirements and best practice.
- Ensuring the policy is reviewed and updated in accordance with the school's policy review schedule, or sooner where legislation, guidance or operational needs require.
- Consulting with relevant stakeholders during the review and development of the policy where appropriate.
- Reporting to the Proprietor and Advisory Board on matters relating to the policy and its effectiveness where required.
- Providing strategic leadership and oversight of the policy across the school.
- Ensuring appropriate systems, procedures and resources are in place to support implementation of the policy.
- Ensuring staff receive the training, guidance and support necessary to fulfil their responsibilities under the policy.
- Monitoring compliance with the policy and taking appropriate action where concerns are identified.
- Ensuring the policy contributes to the school's strategic priorities, school improvement objectives and regulatory obligations.
- Reviewing assurance information, audits, monitoring findings and stakeholder feedback to evaluate the effectiveness of the policy and drive continuous improvement.
- Ensuring that any significant incidents, risks or breaches relating to the policy are reported and managed appropriately.

11.2. Head of School Responsibilities

- The day-to-day operational implementation of the policy.
- Ensuring that staff understand and consistently apply the requirements of the policy.
- Communicating policy expectations to staff and, where appropriate, pupils, parents and carers.
- Supporting, monitoring and challenging staff to ensure compliance with the policy.
- Ensuring that required procedures are followed consistently and effectively.
- Identifying training needs and ensuring staff have access to appropriate professional development.
- Monitoring the effectiveness of the policy within daily practice and reporting any concerns, risks or recommendations to the Executive Principal.
- Maintaining appropriate records, documentation and evidence required by the policy.
- Promoting a culture of accountability, high standards and continuous improvement in relation to the policy.
- Taking appropriate action to address any issues of non-compliance or operational concerns.
- Contributing to policy review and development through evaluation of practice and feedback from staff and stakeholders.

11.3. Proprietor and Advisory Board Responsibilities

- Ensuring that leaders fulfil their responsibilities and that appropriate actions are taken where concerns are identified.
- Providing appropriate challenge and support regarding the implementation and effectiveness of the policy.
- Receiving reports and assurance regarding compliance with legislative and regulatory requirements.



- Monitoring the effectiveness of the school's arrangements within the scope of the policy.
- Reviewing and approving policies in accordance with the school's governance arrangements.

12. Review of Policy

This policy will be reviewed annually or sooner in response to:

- Changes in legislation.
- Changes to Pupil Premium funding arrangements.
- Changes to Department for Education guidance.
- Internal evaluation findings.