



PUPIL PREMIUM POLICY

Last Review:	December 2025
Date Ratified:	10 th December 2025
Next Review:	December 2026

Rationale

Sir William Romney's School is a non-selective, fully comprehensive secondary school serving a diverse community. We are committed to ensure that all students - regardless of background or socio-economic status – have equal access to high-quality teaching, enrichment opportunities and pastoral support. This policy incorporates the aims and values of our school's ethos and values; to create an aspirational and ambitious culture that has high expectations of students, staff, parents and governors. This is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Guiding principles

At Sir William Romney's School, we adhere to the following guiding principles when deploying pupil premium funding:

- High quality teaching and learning is the most powerful lever for improving outcomes
- Funding will be based on the assessment of need and barriers, not assumptions
- Strategies will be informed by evidence-based practice, including Education Endowment Foundation (EEF) guidance
- We will maintain a focus on reducing educational inequality
- Spending decisions will be monitored, evaluated and adapted based on impact
- Funding will support students' academic, pastoral and socio-economic needs.

Aims

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.
- To narrow the attainment gap between pupil premium children and their peers.
- To ensure that disadvantaged students have full access to the curriculum and enrichment opportunities.

Systems, Procedures and Practice

Under the strategic leadership of the Assistant Headteacher (Safeguarding, Mental Health and Disadvantaged), the strategic implementation of the school's policy for pupil premium is led by the following SLT members:

- Headteacher – Data Tracking & Analysis and Curriculum
- Deputy Headteacher – Quality of Education
- Assistant Headteacher – Behaviour and Attitudes
- Assistant Headteacher - SENDCo
- Associate Assistant Headteacher – Quality of Education

The operational team consists of the following members:

- Heads of Year
- Pupil Premium Champion
- Inclusion Support Workers
- School Welfare Officers
- School finance manager
- Administration team
- Pupil Premium link governor
- Leaders of Learning / Heads of Department
- Classroom teachers
- Teaching Assistants

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Assistant Headteacher -Safeguarding, Mental Health and Disadvantaged

- To monitor the academic, cultural and pastoral progress of pupil premium students
- To provide information on allocation for pupil premium funding via the school website and reports to governors
- To identify student specific barriers to learning through completing a needs analysis that will be reviewed following each interim data point
- To strategically design interventions that address identified barriers
- To liaise with external partners and agencies, where necessary.

Headteacher

Data Tracking and Analysis

- To analyse the academic progress of pupil premium students at all interim data points

Curriculum

- To ensure that our curriculum intent and implementation is accessible to all students and addresses identified gaps in skills and knowledge acquisition.

Deputy Headteacher -Quality of Education

- To provide CPD opportunities for staff and share best practice for quality first intervention in the classroom
- To track and analyse pupil premium students' engagement with extra-curricular and enrichment opportunities
- To track and analyse pupil premium students' engagement with cultural capital opportunities
- To coordinate high quality careers advice and guidance for pupil premium students.

Assistant Headteacher – Behaviour and Attitudes

- To provide reports on the behaviour and attendance of pupil premium students
- To monitor quality and impact of intervention to improve the attendance and behaviour of identified pupil premium students.

Assistant Headteacher -SENDCo

- To ensure that identified gaps in reading are addressed for pupils to enable them to access the full curriculum.
- To ensure that identified strategies are communicated with classroom practitioners to enable pupil premium students to make excellent progress.

Pupil Premium Champion

- To complete mentoring with pupil premium students to support them to overcome identified barriers
- To engage with up to date research that informs our school approach to Pupil Premium.

Heads of Year

- To coordinate timely intervention for Pupil premium students with attendance between 80-95%
- To evaluate the impact of attendance intervention strategies
- To coordinate timely academic and pastoral intervention for Pupil Premium students who find aspects of their learning challenging
- To engage purposefully with parents and carers of pupil premium children.

Leaders of Learning and Heads of Department

- To coordinate personalised curriculum interventions for identified pupil premium students
- To monitor the progress of pupil premium students in their subject areas.

School Finance Manager/Admin

- To monitor delegation of funding for pupil premium
- With SLT, evaluate the impact of spending against School Improvement Priorities (SIP).

Inclusion Support Workers

- To maintain a record of pupil progress and impact of mentoring, and provide feedback to SLT
- To liaise with external partners and agencies, where appropriate
- To promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- To work with class teachers, pupils and parents in supporting provision for students.

School Welfare Officer

- To work with the Assistant Headteacher Behaviour and Attitudes to monitor pupil attendance
- To provide timely intervention for pupil premium students with attendance between 50-80%
- To evaluate the impact of attendance intervention strategies.

Classroom Teachers

- To meet assessment and feedback expectations stated in Learning Area policies for all students
- To plan personalised provision for all students (including pupil premium) that leads to quality first teaching in the classroom
- Employ a 'PP First' approach; ensuring that Pupil Premium students are prioritised for intervention and monitoring
- To ensure Teaching Assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform Leaders of Learning of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.

Pupil Premium Link Governor

The designated link governor for pupil premium will act on behalf of the Governing Body to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with SLT to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

Implementation

- The budget for the Pupil Premium will be a clearly defined budget and will be allocated appropriately to meet the needs of disadvantaged students at the school.
- It is recognised that not all students classified as FSM Ever will be disadvantaged or not making the expected rate of progress and that many students not classified as FSM Ever will be disadvantaged. Therefore it will be appropriate to ensure that all disadvantaged students have the opportunity to benefit from Pupil Premium funding.
- By completing and reviewing a needs analysis, the school will assess the needs of individual students in determining whether they need additional support to ensure that they are making expected progress, that their social and emotional needs are met and that they have equal opportunities.
- The effectiveness of strategies to raise the achievement, improve the progress and provide emotional and social support will be evaluated and these will be amended as appropriate.
- The school is accountable for the achievement and progress of Pupil Premium students and the educational outcomes of these will be reported in the context of how the school has used the Pupil Premium Grant to raise achievement.

Strategies used to support disadvantaged students

All teaching and support staff are aware of Pupil Premium and disadvantaged students. Subject areas are required to track their progress and ensure that there are intervention strategies to support these students in achieving their targets and that they make expected progress. In addition a number of whole school strategies and resources are used to support these students, where appropriate, including:

- School Improvement Plan (SIP)
- Targeted whole school CPD
- Small group mentoring focussed on overcoming shared barriers
- RAISE, AIM and MyPlan for attendance
- Raising standards meetings
- Free toast at breaktime
- Additional staffing in Maths
- Small group intervention by staff in the Support for Learning Department
- One to one / small group tuition
- Small group behaviour mentoring
- Intervention from the School's Inclusion Worker
- Early intervention reading programme
- 11 by 11 programme
- Homework club
- Enhanced transition programme
- After school study skills support
- Intervention by the School Welfare Officers
- Support for music tuition costs
- Assistance with the cost of educational trips and cultural capital opportunities
- Assistance with school uniform costs
- Assistance with resources (e.g. revision books, set texts, food technology ingredients).

Monitoring and reporting progress towards closing the gap

- The impact of pupil premium strategies and intervention will be shared with all stakeholders after each interim reporting period.
- All departmental and all governor meetings will have pupil premium as a standing item on the agenda.
- Heads of Year will track and support all pupil premium students who are underachieving after each interim reporting period, and allocate 'inclusion' support services and interventions where needed.

Evaluation

There will be an annual report to Governors during Term 6 on the effectiveness of how the Pupil Premium Grant is used to raise the achievement of socially disadvantaged children and meet their pastoral and social needs. There is a governor responsible for the monitoring of the implementation and impact of the School's Pupil Premium policy.

This report will provide information on:

- how the Pupil Premium Grant was allocated;
- progress towards closing the gap in achievement and progress between these students and their peers for each year group;
- exclusion rates for these students compared to their peers;
- attendance rates for these students compared to their peers;
- an evaluation of the effectiveness of strategies used to support these students and recommendations on future provision in the light of these.

The use of the grant and the effectiveness of provision in supporting disadvantaged students towards achieving their potential will be published on the website and updated annually.