Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- UNICEF rights of child

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

Pupil Premium Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

UNICEF Article 28(right to an education)

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29(goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Date Policy Created:	Spring 24
Reviewed:	Autumn 25, 26

Introduction

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UN Convention on the Rights of the Child, particularly Article 28 (the right to education) and Article 29 (the goals of education).

This policy explains how the school identifies pupils eligible for Pupil Premium, how funding is used and monitored, and the responsibilities of leaders, governors and staff. It replaces the 2025–2026 policy and reflects the Department for Education's 2026–2027 Pupil Premium Conditions of Grant and the September 2026 Free School Meals changes.

Aims

· Provide clear information about the purpose and eligibility criteria for Pupil Premium funding.
· Set out how the school will make strategic, evidence-informed decisions about Pupil Premium spending.
· Remove or reduce barriers to learning, participation, attendance, wellbeing and attainment for disadvantaged pupils.
· Ensure disadvantaged pupils receive high expectations, high-quality teaching and timely additional support.
· Define the roles and responsibilities of those involved in managing and evaluating Pupil Premium.

Purpose of the grant

Pupil Premium is additional government funding intended to improve the educational outcomes of disadvantaged pupils. The school will use the grant strategically, alongside other available resources, to improve outcomes and remove barriers.

Not every pupil eligible for Pupil Premium will have lower attainment than their peers. Conversely, some disadvantaged pupils will not attract Pupil Premium funding. Where there is a clear educational rationale, the school may use Pupil Premium to support other pupils with identified needs or to fund whole-class or whole-school approaches from which disadvantaged pupils benefit.

Eligible pupils

The Pupil Premium grant is allocated in accordance with the DfE's annual conditions of grant. For a mainstream primary school, the principal disadvantaged pupil groups are:

Group	2026–27 position
FSM Ever 6	Pupils eligible for Targeted FSM, or who have been eligible for Targeted FSM during the previous six years.
Previously looked-after children (PLAC)	Eligible pupils who meet the DfE criteria for previously looked-after children.
Looked-after children (LAC)	Funding is allocated through local authorities / Virtual School arrangements rather than directly to the school as the standard FSM Ever 6 allocation.
Service children	Eligible service children attract Service Pupil Premium in addition to other Pupil Premium eligibility where applicable.

Free School Meals: September 2026 changes

KEY CHANGE FROM SEPTEMBER 2026

All children in households receiving Universal Credit are now entitled to a free school meal. There are two categories: Targeted FSM and Expanded FSM. Only Targeted FSM attracts Pupil Premium and other disadvantage funding.

Category	Who is included?	Pupil Premium?
Targeted FSM	Universal Credit households with annual household earnings of £7,400 or less, plus other qualifying categories set out in DfE guidance.	Yes – contributes to FSM Ever 6.
Expanded FSM	Universal Credit households with annual household earnings above £7,400.	No – meals only.
UIFSM	All pupils in Reception, Year 1 and Year 2.	No – not by itself.

The distinction between Targeted FSM and Expanded FSM is important. A pupil may receive a free school meal but not attract Pupil Premium. School records and reporting must therefore distinguish between the two categories.

Transitional protections for FSM, which operated during the rollout of Universal Credit, ended at the end of the 2025–2026 academic year. From September 2026, eligibility is based on the current rules.

Universal Infant Free School Meals

All pupils in Reception, Year 1 and Year 2 in state-funded schools are entitled to Universal Infant Free School Meals. UIFSM entitlement does not, by itself, make a pupil eligible for Pupil Premium. Families should still be encouraged to register for benefits-based FSM where eligible, as Targeted FSM can attract Pupil Premium funding.

Funding rates for 2026–2027

Eligibility	2026–27 rate
Primary pupils: FSM Ever 6	£1,550 per eligible pupil
Previously looked-after children	£2,690 per eligible pupil
Looked-after children	£2,690 national rate; funding is paid to the local authority and managed through Virtual School arrangements
Service children	£360 per eligible service child

Funding rates are set annually by the Department for Education and may change in future years.

Principles for spending

Rayleigh Primary School will use Pupil Premium funding in a way that is proportionate, evidence-informed, responsive to pupil need and focused on impact. Decisions will be informed by assessment, attendance, behaviour and wellbeing information, professional judgement and the best available evidence.

Priority	Examples
High-quality teaching	Adaptive teaching; professional development; assessment; curriculum development; reading, writing, maths and vocabulary approaches.
Targeted academic support	Small-group tuition; 1:1 support; phonics; precision teaching; pre-teaching; overlearning; targeted language and literacy support.
Wider strategies	Attendance; wellbeing; family support; enrichment; clubs; breakfast provision; resources and support that remove barriers to participation.

Identifying barriers to learning

- Low prior attainment or gaps in learning.
- Attendance and persistent absence.
- Speech, language and communication needs.
- SEND and additional learning needs.
- Social, emotional and mental health needs.
- Limited access to enrichment or learning resources.
- Financial hardship affecting participation.
- Family circumstances or responsibilities, including young caring responsibilities.

Monitoring and evaluation

- Attainment and progress in reading, writing and mathematics.
- Attendance and persistent absence.
- Behaviour, engagement and participation.
- Wellbeing and pastoral outcomes.
- Participation in enrichment and wider school opportunities.
- The effectiveness and value for money of interventions.

Roles and responsibilities

Role	Key responsibilities
Headteacher / SLT	Strategic use of funding; compliance; monitoring; staff development; reporting to governors; annual strategy statement.
Pupil Premium Lead	Coordinate strategy, provision, monitoring and evaluation; maintain accurate records; report impact.
SENDCo	Consider overlap between disadvantage and SEND; support inclusive provision; monitor interventions and external support.
DSL / pastoral leaders	Identify safeguarding, family and wellbeing barriers which may affect educational outcomes and coordinate appropriate support.
Governors / Trustees	Hold leaders to account; monitor impact and value for money; ensure funding is used appropriately.
All staff	Maintain high expectations; deliver high-quality teaching; identify barriers; implement interventions; evaluate impact.

Publication and Review

The school will publish its Pupil Premium Strategy Statement on its website in line with DfE requirements. This policy will be reviewed annually, or sooner if national guidance changes.

Key sources: DfE Pupil Premium overview (updated August 2026); Pupil Premium 2026–27 Technical Note; Free School Meals guidance (updated September 2026).Official guidance

School source: Rayleigh Primary School Pupil Premium Policy 2025–2026 and existing 2024–2027 Pupil Premium Strategy Statement.