



Pupil Premium Policy

Penryn College

Draft: 13 February 2026

Ratified: ... March 2026

Review Date: ... March 2027

Person Responsible: Senior Deputy Headteacher



1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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

We want to develop young people who are ready to make a positive contribution to their community. We want them to be polite, compassionate, considerate, and care for those around them. Our students will have the skills and confidence to communicate well and to organise themselves effectively. They will work independently, work as part of a team, and be able to lead others. We want students who can read fluently, write, and be numerate. Our students will have a depth of knowledge in a broad range of subjects and study skills. They will know how to keep themselves happy, healthy, and safe. They need to be able to play their part in a modern democracy, to accept a range of different views, and to use their power to challenge the things that are not right in an appropriate way. We want their experience in school to be fun, engaging and inspiring. They need to leave us knowing there are even better times ahead, and confident that this is just the start.

2. Legislation and guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2025 to 2026 and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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 they can reach their full potential.





The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs: 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' However, we are accountable for the use of this additional funding.

A detailed breakdown of how this funding was used last year is available on our website.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for looked after children, adopted children and the children of service personnel.

4. Use of the grant

4.1 Pupil premium

We aim to use pupil premium funding to improve and sustain outcomes for our disadvantaged pupils, so they will make better progress and achieve higher standards, in line with non-disadvantaged pupils nationally. Our approaches are based on the needs of our individual pupil's and their circumstances, rather than being based on assumptions about being disadvantaged. Our approaches are based on belonging and attendance, quality teaching and learning, excellent pastoral support and access to a range of extra-curricular opportunities and future career guidance.

The rationale for resource deployment is decided by the school, based on the following principles:

- Analysis of data
- Effectiveness and impact so that progress and achievement is maximised for every student
- Flexibility
- Value for money and likelihood of impact
- Equity
- Inclusivity

In making decisions on the use of the Pupil Premium we will:



Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose, use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

Be transparent in our reporting of how we have used the Pupil Premium funding, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.

Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.

When considering the deployment and funding of additional support through Pupil Premium and other school budget monies, we consider the following options to maximise the impact for the student:

- Facilitating excellent attendance
- Facilitating students' access to education
- Facilitating students' access to the school's curriculum, including enrichment opportunities
- Reading ages
- Support in addition to the provision made in the classroom e.g. specific targeted interventions
- Additional opportunities to enhance or complement the school offer, for example, via our enrichment programme
- Learning from the Education Endowment Fund's Pupil Premium Guide
- Opening doors to opportunities that inspire aspirations



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 conditions of grant, and using the templates on GOV.UK. This outlines the challenges, intended outcomes and activities for the year based on teaching and learning, targeted academic support and wider strategies.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in the academic year. 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 (FSM) 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. This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF. 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.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who: were looked after by a local authority or other state care immediately before being adopted, or left local authority or other state care on a special guardianship order or child arrangements order. This includes children adopted from state care or equivalent from outside England and Wales.

5.4 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 ('ever 6 service children'), 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 making sure it is implemented across the school
- Making sure 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 and service 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

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium

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- 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

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

7. Monitoring arrangements

This policy will be monitored by the Senior Deputy Head

It will be reviewed yearly by the Senior Deputy Head at every review, the policy will be shared with the governing board.

Our work in relation to the Pupil Premium will be reviewed on a termly basis as part of our ongoing data analysis cycle to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the school is having on narrowing the gaps. Increased funding that becomes available under the Pupil Premium Grant will be considered in the annual review. The importance of context is recognised and the evaluation of new strategies will be robust to ensure that the approach taken has the desired outcome for groups and individual students. This review will form part of our annual School Evaluation and Improvement Cycle.

8. Links with other policies

This policy is linked to:

Education of Children in Care Policy
Equality Information and Objectives Statement