



Pupil Premium Policy 2025-2026

Published:	Nov 2025
Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Sidrah Iqbal
Status & Review Cycle:	Statutory & Annually
Last Review Date:	Oct 2025
Next Review Date:	Oct 2026
Number on roll (% Eligible):	140 of 799 (17.5%)
Pupil Premium Grant:	£158,265 (PPG) + £1,421 (carry forward) = £159,686

This policy details how NCS manages the extra funding received from central government to improve educational outcomes for pupils who are identified as disadvantaged. The methods for raising the attainment and potential of all disadvantaged pupils are developed using strategies from the [Education Endowment Foundation's Tool Kit](#).

All staff promote the principles of the plan and policy and are passionate and purposeful to deliver the highest achievements and supporting ambitions of disadvantaged pupils. We utilise academic, behaviour, and character attitudes, and progress data to diagnose needs and match likely solutions. This is also sharpened by conversations with individual pupils their families. All spending strategies are informed by research evidence, discussions with professionals and key performance data which are rooted in removing the barriers to educational participation and motivation. We recognise the best understanding is through engaging with the pupil, their family, and the information which is built on the caring relationships with staff and support agencies. 2024/25 began a new three-year policy and plan to enhance the performance of disadvantaged pupils over that period.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

A school cannot address all the societal and economic factors generating disadvantage to pupils' opportunities and development. However, North Cestrian aims to enable pupils with the Cestrian Way ABC which champions:

- raising the feeling of belonging in their school, engaging in all aspects of school life
- the quality of the relationship between disadvantaged pupils, the pupil premium champion, their teachers-tutors-teaching assistants, and their peers and peer mentors.
- giving access to high quality teaching and learning adaptive to the written and verbal needs of learners (teachers, teacher assistants, and pupils) in order to enhance the relationship with learning and Cestrian ABC ethos
- professional development and coaching for staff to support the implementation of the policy and plan strategies.
- recruitment and retention of staff with excellent evidence of working with disadvantaged cohorts
- technology and resources which support learning
- one-to-one, small group, and peer support in all key performance areas (teachers, teacher assistants, and pupils)
- performance in language, literacy, and numeracy (English, Maths, and Reading)
- extending school time (including school day and non-school day workshops)
- supporting pupils social, emotional, and behavioural needs, Mental Health, Wellbeing, Welfare, Safeguarding and RSHE
- high attendance and extra-curricular attendance
- meal provision (inc. breakfasts, break-time fruit, free school meals, hydration and refuelling for extra-curricular focus)
- communicating with, and supporting, parents
- passport strategy and easy/early access to the Maths, Reading, and not yet grade 4 interventions
- an ambitious curriculum with the knowledge and cultural capital to succeed in life
- prepares pupils for transitions in education, careers, and a rich and fulfilling life as an active member of society
- supports siblings and be sensitive to multigenerational impacts
- early invites (email then phone) to all workshops, parents information/consultation evenings, school events
- is keenly aware of other cohort indicators like ability, SEN, Ethnicity, language, the home environment, adversity in childhood (CIN, social worker contact, young carers) and transient pupils

Throughout the policy [hyperlinks](#) connect to the latest guide

Eligibility

In 2025-2026, the projected grant to North Cestrian School is £158,265 (137 pupils at the January 2025 Census, 17.2% of the school roll). This grant funding is in addition to the School's Delegated Budget. Eligibility is decided by central government:

<u>Rates for Eligible Pupils Disadvantaged pupils</u>	
Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)	£1,075 £955
Pupils previously looked after by a local authority or other state care	£2,630
Children who are looked after by the local authority	£2,630
<u>Service pupil premium (SPP)</u>	£350

Eligibility will be confirmed by NCS cross-referencing the school census with the Free School Meals Eligibility Administration system. **[Schools have freedom to use the grant as they judge best for disadvantaged pupils as a whole, including pupil-premium eligible pupils and those who are not eligible but are educationally disadvantaged (DFE, 2021)]**

Intent:

Roles and Responsibilities

Champion	Working with and for pupils, ensuring that all staff are aware of their responsibility and techniques used to adaptive Cestrian Way ABC education, quality assurance, leading on the termly review of plan and policy.
Governors Committee	to monitor and assist in the identification of all aspects of the policy and plan, quality assuring spend impact. Compliance with legislation, support and challenge of successful implementation of the Policy and Plan, monitors data and sign off on the Plan and Review (October).
Data Lead	to provide data analysis of achievement gaps and progress
Finance Planning Manager	ensure that all pupils in the census are screened for eligibility, tracking the spending of the PPG both across the tiers and by individual.
Teachers/TAs	Responsibility for delivering the adaptive features of the policy and plan
Parents	support for their child's Cestrian Way ABC engagement
Headmaster	overall responsibility for the implementation and impact of the Policy and Plan

NCS staff can bid for support based around the Tiers discussed below, to ensure that the grant funding is personalised as much as possible (both in the diagnosis of needs and in the meeting of those needs). Where appropriate NCS ensures that these approaches are for the benefit of all pupils. Pupils may not be eligible for PPG, but where appropriate we believe it is right that we use the PPG provision to reduce barriers to learning, in a fair and proportionate manner. Thereby, any pupil may be deemed as disadvantaged in a certain regard and should be able to benefit from the fund but without direct eligibility. The required 'self-contribution' may be more than an eligible pupil.

Challenges:

Tier 1: Cestrian Academic - *The support of Quality First Teaching which values what pupils say and produce in lessons*

Including:

- developing effective Prep, revision, participation (inc. oracy), reflection enabling a better use of feedback. Including better acknowledgement marking, pupil feel their work has been valued, guidance for parents on the clear and specific personalised feedback.
- striving to at least maintain the ability set on entry of Disadvantaged pupils
- support for literacy (oral language, phonics, reading comprehension), numeracy, digital technology both for the home and school
- small group tuition, teaching assistants, and peer mentoring (inc. all ABC aspects)
- supporting self-efficacy deploying positive attitudes to learning (e.g. self-organisation, metacognition, motivation, confidence, focus, aspiration). Helping avoid desktop truancy and choosing to avoid difficult parts of lessons. Develop Unicorns (role models) not Rhinos (really here in name only).
- Excellent remote learning and catch-up learning

Tier 2: Cestrian Behaviour – *The support of personal responsibility, valuing school life, honest reflection. Talking to pupils with genuine interest and care.*

Including:

- **developing good attendance and punctuality (including remote learning and catch-up learning)** ([Against The Odds Social Mobility Commission, 2021](#): “A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus of pupil premium policy.”)
- **clear systems of support** (including briefings, assemblies, the learning journal, staff working with the pupil)
- **behaviour for learning** (including behaviour interventions, alternative provision, social emotional, mental health support).

Tier 3: Cestrian Character - *Supporting wider opportunities.* [Against The Odds Social Mobility Commission, 2021](#): “Where pupil premium students show exceptional progress, we estimate that around threequarters of the schools have contextual advantages. These ‘hidden resources’ are not easy to identify from standard school data. They include historically strong reputations, high levels of parental engagement, and active alumni networks. Our estimates suggest that 15-20% of mainstream state secondary schools in England fall into this category.”

Including:

- **extra-curricular participation (inc. Prep Club)**
- **free breakfasts (inc. literacy and numeracy support and peer mentoring)**
- **extending school time**
- **school trips**
- **Cultural Capital and Character Development** (We have furthered this strategy since 2020 – “Schools are increasingly likely to spend the pupil premium on initiatives aimed at boosting students’ cultural capital”. [Against The Odds Social Mobility Commission, 2021.](#))
- **Careers Education**
- **Reading strategies (including library resources)**
- **Rewards that further the academic, behaviour or character development**
- **Enhancing parental support (including education workshops, parents’ evening, support meetings and generally**
- **ensuring that parents can engage with school at every appropriate opportunity**
- **Engaging with parents and pupils as early as possible at primary school**

Whole School Top Slice (Tier link to plan)

PP Champion to lead intervention, inset and monitor progress. (T1, T2 + T3)	£41,407
Student Services personnel (T2 + T3) (20%)	£6,016
PP Teaching Assistant (T1)	£22,533
Technician in Art, Science, Technology to assist adaptative teaching and learning (0.5 part-time)	£15,376
Speech and Language Intervention Leader	£33,736
Spare ingredients for pupils to assist in full access to Food Technology (T1)	£400
Programme for remote education and catch up [resources on top of using Arbor and Pupil Progress	£1,000
Additional Parents’ Information Evening and Parents’ Consultation Event for Disadvantaged Pupils (including opening building, staffing, and resources)	£1,000
Voice 21 (20%) Disadvantaged Pupils engagement with school oracy projects inc. speaking at events, public representation, newsletter contribution.	£600
Inclusion Manager: (20%) (T2)	£8,454
Online Free School Meals Checker (Secondary): (T3)	£1,040
Hay day in contribution	£800
Mental Health Champions	£500
Total	£132,862
Remainder for Variable Tiers	£26,828

Further details on the rationale, how the school intends to spend the PPG, along with the annual evidence of impact and a review are found in the PP Plan and Expenditure and Impact Review on the school website.

Intended Outcomes:

An annual report in October evaluates the effectiveness of each intervention from the previous academic year in terms of improving outcomes for disadvantaged pupils in comparison with the national average for non-disadvantaged pupils and, as necessary, modifies interventions planned for the current academic year. Judgments will be made considering cost and level of resultant progress on a value for money basis especially in comparison with other interventions. However, in line with the sustainable effective impact the grant looks to foster, a fuller review will be made every three years.