

# Mercia Primary Academy Trust



## Pupil Premium Policy

### Policy Status and Review

<b>Date:</b>	<b>July 2026</b>
<b>Review Date:</b>	<b>September 2027</b>
<b>Signed by Director:</b>	<b>Garry Hirons</b>
<b>Date Signed:</b>	<b>08/07/2026</b>

## **Pupil Premium Policy**

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Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. At the heart of the Pupil Premium Policy is an achievement gap, which affects the most disadvantaged children. Early intervention, building independence, developing communication skills and working alongside parents is of paramount importance. The deployment of Teaching Assistants (TA's) to maximise effect is also carefully considered. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to narrowing the gap in their attainment.

### **Effective feedback on learning.**

We held termly pupil progress meetings with staff from each class to discuss the progress of each child in reading, writing and numeracy as part of the termly subject reviews. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year. The learning needs are considered through three waves of support- Quality first teaching, small group intervention followed by individual precision teaching. We trained our teaching staff to use marking and verbal feedback to children in a way that helped them understand what they had learned and what they needed to do next in the form of next steps to achieve their personal targets and long-term goals. Children use success criteria within lessons to evaluate their own learning.

### **Parenting Support.**

A Family Support Worker has been employed to assist with parents and families within the Trust at Lakeside Primary School. Absences and attendance are closely monitored by the Senior Leadership Team across the Trust and the Family Support Worker at Lakeside. This is to assist in supporting the school's in ensuring that pupils attend regularly.

Parent training events, such as those through Maths workshops has assisted parents with understanding modern methods of teaching, thereby assisting pupils with homework.

### **Phonics**

The teaching of phonics assists in developing reading skills and this has impacted on writing.

### **Small Group Intervention**

The funding is used to provide small group interventions, tailored to needs, and delivered by teaching assistants who closely liaise with class teachers. They know how to identify and address the barriers to learning that many pupils face.

### **Precision Teaching**

Pupils' individual needs are addressed through short, regular, one to one session with trained teaching assistants. Activities are time defined. Progress is measured and tracked on the

school tracking system. This takes the form of speaking and listening, phonics, maths, literacy and reading.

### **Smaller Classes**

The funding enables pupils to benefit from a smaller pupil teacher ratio, enabling more time to be spent per pupil.

### **Breakfast Clubs**

Offered to Pupil Premium children as it is considered an essential start to the learning day.

### **Tracking**

All pupils are tracked on a rigorous whole school tracking system and 'stuck' children identified, with intervention programmes set up. All children eligible for pupil premium, who are not falling behind their peers, are also identified on the tracking system, with evidence that their progress is clear.

### **Improving the impact of Teaching Assistants**

Training has enabled TA's to develop a wider understanding of their current expectations and role in working alongside the class teacher in developing the children's **learning** as opposed to **doing**. The TA's are aware of the need to liaise closely with the class teacher, to use planning effectively and give feedback on pupils.

### **Tracking effectiveness and reporting impact**

We track the progress of all of our pupils in school on a termly basis and we compare children according to different characteristics including FSM.

**Reporting** Regular reports for the Governing Body will be made within the curriculum committee meetings and will outline: -

- Progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- Outline of the provision that was made since the last meeting.
- The Governors of the school will issue an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (DfE) and will appear on our school website.

## Pupil Premium Policy

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This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

*A signed copy of this document is available from the school office.*

### Version control

Date approved	Version	Changes made	Reason for amendment & signature
16 <sup>th</sup> Dec 2013	V1	Introduction of policy	Accessibility
February 2016	V2	Family Support Worker added	Accessibility
July 2018	V3	No changes	Accessibility
Oct 2020	V4	No Changes	Accessibility
Nov 2020	V5	Added logo Removed section on behaviour for learning Removed section on after school clubs Removed toe by toe and arrow Changed numeracy to maths Removed the word free from breakfast clubs	Uniformity No longer relevant No longer relevant No longer in place Updated language Varies on caseload M. Booth
March 2021	V6	Added range of formats	Accessibility F Biddle
July 2024	V7	No changes	
February 2026	V8	Update to FSW location	Updated information TBM
July 2026	V9	No changes	Accessibility