

# Langley Grammar School

## Pupil Premium Policy

**November 2025**



### 1. Rationale and aims

We are committed to ensuring all students at Langley Grammar School, including students who attract the Pupil Premium Grant, achieve excellent academic outcomes and are given access to wider opportunities. We will use the Pupil Premium Grant (PPG) to help remove potential barriers for individuals and groups of students in order for them to develop into well-rounded, confident and successful adults. This policy therefore sets out our approach to the allocation of PPG funding in school.

This policy has been written in line with the Department for Education's current guidance and October 2019 policy paper (updated June 2025) on the effective use of the Pupil Premium Grant, and the Education Endowment Foundation (EEF) *Guide to the Pupil Premium*.

This policy is based on the pupil premium [allocations and conditions of grant guidance 2025 to 2026](#) and guidance on [using the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

The grant is not ring-fenced to individuals and does not provide a personal budget; the use of this funding may be case dependent and will be allocated where the school deems there to be most need. It is also worth noting that schools are encouraged by the Department for Education to spend the funding on whole school improvements which will benefit non-disadvantaged pupils as well as those who attract the PPG. Furthermore, the Department of Education's Policy Paper for Pupil Premium states, 'school leaders are best placed to assess their pupils' needs and use funding to improve attainment'.

### 2. Allocation

The number of disadvantaged students who attract the Pupil Premium Grant at LGS is relatively low (approximately 6% of the cohort) and, generally, students from disadvantaged backgrounds achieve outcomes which are in line with other students within our school.

PPG funding is lagged and is based on the October census return from the previous year; the first payment is not received until nine months after the start of the academic year. We will use the funding to support Year 7 to 11 disadvantaged and other students throughout the academic year despite the lagged nature of this funding.

Families in challenging circumstances whose finances are within the PPG criteria and the Sixth Form bursary threshold will be supported under the tiered approach.

We will encourage students in Years 12 and 13 to apply for the 16-19 Bursary to support any additional academic costs.

### 3. Accountability

We will be transparent in how we spend the Pupil Premium Grant by:

- publishing annual reviews on the website
- writing to parents and guardians, detailing the provision
- talking with disadvantaged students to identify barriers in order to create bespoke support

- providing Governors with evidence based practice to quality assure pupil premium related funding.

#### 4. Definitions and Rates 2025 – 2026

The following definitions are provided by the Department for Education.

Terms	Definitions	Pupil Premium Grant (per pupil funding)
<b>Disadvantaged</b>		
<b>Ever 6FSM</b>	Pupils in Years 7 to 11 who have been recorded as being eligible for free school meals (FSMs) in a school census at any point in the last 6 years (referred to as Ever 6 FSM).	£1,075
<b>LAC or Previous LAC</b>	Looked After child (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.  <b>OR</b> Previous LAC (PLAC): Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child agreements order or residence order.	£2,630
<b>Service Children</b>		
<b>Service Ever 6</b>	Pupils in year groups, Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£350

#### 5. How funding will be spent

##### a) Pupil Premium FSM and Ever 6 FSM:

We will embed a three-tiered approach following the framework suggested by the Education Endowment Foundation – see the diagram in Appendix 1. The following suggestions are not an exhaustive list.

##### ***Tier 1: High quality teaching***

Tier 1 support may include:

- Staff training initiatives to strengthen teaching and learning.
- Recruitment and retention of high-quality teaching staff.

##### ***Tier 2: Targeted academic support***

Tier 2 support may include funding the provision of:

- Revision apps/guides
- Targeted revision sessions
- Subject-specific intervention
- Tuition for core subjects, where needed
- iPads for learning

##### ***Tier 3: Wider strategies for individuals, to support personal development and readiness to learn, develop resilience or encourage high aspirations.***

Support may include full or partial funding for:  
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- Peripatetic music lessons
- Clubs – transport or kit within or outside of school
- Educational visits and other chargeable activities
- Uniform
- Stationery and folders
- Enabling parents to attend events in which their students are participating
- Access to Student Support and specialist staff e.g. for behaviour and welfare.

In cases of families facing extreme financial difficulty, we may be able to support students with more unusual but necessary items like a mattress/ desk and chair. These items must be essential for students' ability to learn and to support their wellbeing.

**b) Pupil Premium Plus:**

LAC or PLAC are described as Pupil Premium Plus (PP+). These students have the same access to the funding support above. They may also require a more intensive provision and additional time with a counsellor or our Learning Mentor. Priorities for use of the PP+ funding will be discussed and agreed between the parents and the Designated Teacher for LAC/PLAC.

**c) Service Pupil Premium:**

Service Pupil Premium students may require some additional pastoral support facilitated by Phase Leaders. This is to help support them through the frequent changes of school which are likely for service families.

**6. Monitoring and evaluating strategies**

We will follow the Education Endowment Foundation's recommended approach by developing an effective cyclical strategy. We will publish our three-year plan and review our strategies annually by following this approach: diagnose students' needs / use strong evidence to develop or adapt strategies / implementation / monitoring and evaluating the strategies.

**7. Policy evaluation and review**

The implementation and impact of this policy will be monitored and evaluated by the Governors' Students, Staff and Community Committee. The use of Pupil Premium funding will also be monitored by the Resources Committee.

The policy will be reviewed every two years, or whenever there is a significant change in national guidance on support for disadvantaged pupils, LAC or Service children.

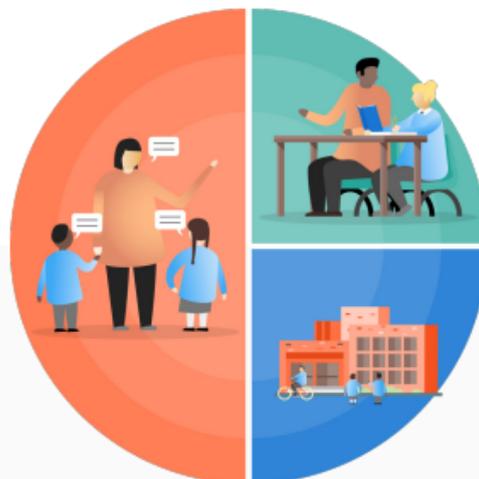
**Policy approval**

This policy has been reviewed and approved in line with the LGS Policy framework

<b>Reviewed by</b>	<b>Headteacher, Deputy Headteacher</b>	<b>Date</b>	<b>Nov 2025</b>
<b>Approved by</b>	<b>Headteacher</b>	<b>Date</b>	<b>Nov 2025</b>
<b>Next Review</b>	<b>Headteacher, Deputy Headteacher</b>	<b>Date</b>	<b>Oct 2027</b>

## Appendix 1:

Taken from *'The EEF Guide to the Pupil Premium'*.



### High quality teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.

Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

### Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress.

Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

### Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.

While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The tiered model provides a useful starting point for you to think about how to target your Pupil Premium funding. Many strategies within the tiered model will overlap and the balance between the three categories will vary from year to year as your school's priorities change.