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## WOODFORD COUNTY HIGH SCHOOL

### **PUPIL PREMIUM AND DISADVANTAGE POLICY**

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## 1. Aims

Tackling disadvantage remains a top priority for the DfE and it continues to press schools to adopt practices that improve the prospects and life chances of those deemed to be disadvantaged. The main funding streams for dealing with disadvantage are the Pupil Premium and Sixth Form Bursary. As a school we are expected to administer these fairly and efficiently and to account for how this money spent through (a) normal auditing procedures, (b) publication of relevant information on our website and (c) through the inspection regime.

All schools have an ethical duty to do their best to overcome disadvantage. We believe this is particularly incumbent on grammar schools, whose very *raison d'être* is to facilitate social mobility.

Pupil premium eligibility criteria:

PP grant is allocated directly to academies and NMSS, and to local authorities, who must distribute to each school they maintain. Allocations are based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales

Service pupil premium eligibility criteria:

SPP grant is allocated directly to academies and NMSS, and allocated to local authorities who must distribute to each school they maintain, based on the number of pupils who meet any of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service) or is in the armed forces of another nation and is stationed in England – and they have been registered as a 'service child' in the most recent autumn DfE school census
- they do not currently have 'service child' status but they have been registered as a 'service child' on any DfE school census in the past 6 years
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme



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The school does not have to spend pupil premium funding so that it solely benefits students with the spending criteria and it can be used to support a range of interventions that will also benefit non-disadvantaged students.

To ensure that we meet both the ethical and accountability objectives, we will do the following:

- Ensure we are all aware of the disadvantaged pupils with whom we come into contact.
- Monitor and address issues of progress and attainment.
- Identify and address issues of non-engagement (e.g. in extra-curricular activities, poor attendance etc.).
- Utilise resources for educationally sound purposes in a cost effective manner.

## 2. Legislation and guidance

This policy is based on the Pupil premium: conditions of grant for the 2025 to 2026 financial year, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) [on virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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 that they can reach their full potential.

## 4. Use of the grant

The Pupil Premium grant is used in these key areas:

- a.) [High Quality Teaching and curriculum resourcing](#)



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- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- Mentoring and coaching
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning

b.) Targeted academic approach

- Interventions to support language development, literacy, and numeracy
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- One to one and small group tuition
- Peer tutoring

c.) Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting attendance
- Extracurricular activities, including sports, outdoor activities, arts, culture and trips.
- Extended school time, including summer schools
- Breakfast clubs and meal provision
- Communicating with and supporting parents
- Provision of materials or resources that support students to achieve, belong and thrive

All staff will maintain a record of which students fall into these categories in either their teaching or form groups. Where it is believed that a pupil is facing disadvantage caused by a factor that is

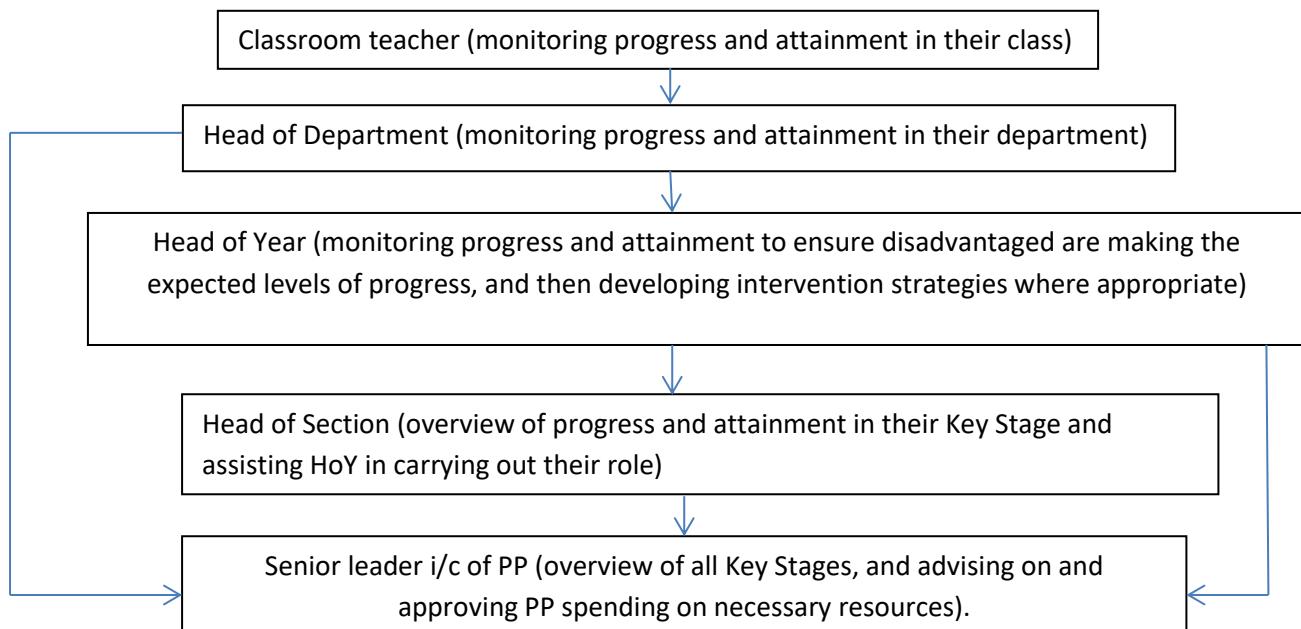


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not recognised by the conventional measures (sub headings above), then this will be discussed with the relevant Senior Leader.

## 5. Monitoring Progress and Attainment

- Assessment of progress and attainment should be carried out in the normal way by classroom teachers. Reviewing the progress of disadvantaged students will be a standard item on both departmental and line management meeting agendas.
- When assessing barriers to progress, teachers will consider whether issues relating to deprivation/disadvantage may be contributing to any under-attainment or lack of progress. If so, these barriers will be identified and the relevant staff (academic or pastoral) informed.
- These staff will then decide the best course of action to address the problem (e.g .teacher intervention, parental engagement, procurement of additional resources).
- For curriculum-related issues the line of responsibility will be:



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## 6. Identifying And Addressing Issues of Non-Engagement

### 1. Punctuality, Attendance

Punctuality and attendance will be picked up and followed up in the normal way but tackling any particular barriers to good attendance and punctuality may be a legitimate focus for PP spending.

- Form Tutors, Heads of Year and Head of section and Senior leader leading on attendance should be tracking their disadvantaged students and tackling the issue at the relevant level.
- For pastoral-related issues the line of responsibility will be:

Form tutor (monitoring general well-being, attendance and punctuality of their form)



Head of Year (monitoring the year group and developing intervention strategies where appropriate)



Head of section (overview of progress and attainment in their Key Stage and assisting HoY in carrying out their role)



Senior leader i/c of PP (overview of all Key Stages, and advising on and approving PP spending on necessary resources).

### 2. Lack Of Participation

- Pupil involvement in extra-curricular activities will be tracked to see if there is a pattern of non-involvement among disadvantaged pupils.
- If so, then steps will be taken to encourage the pupils to take part in activities, including offering financial support where appropriate. (See the guidelines below for a rationale for subsidising identified trips and activities.)
- All students who meet the eligibility criteria will, if it is requested, receive significantly reduced (music tuition for one instrument per academic year).
- For extra- and super-curricular activities, the line of responsibility will be:



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Staff member running activity (checking who is opting out where the vast majority participate and discussing this with the Senior leader i/c of PP)



Senior Leader i/c of PP oversight of all extra- and super-curricular activities (identifying wider patterns, intervening where necessary, approving spending decisions where appropriate).

## 7. Rationale for Spending Decisions

When deciding to allocate Pupil Premium money to subsidise a particular student, the following factors should be taken into account:

- They must either be eligible for Pupil Premium or have been identified as disadvantaged in some other way.
- There must be a good educational or other relevant reason for the decision (e.g. to promote social inclusion).
- Refusing financial help would be discriminatory or compound disadvantage.
- A reasonable contribution is being made by the parents/carers (if appropriate).

The following will **not** be eligible for Pupil Premium subsidy irrespective of the financial situation of the family:

- Residential visits that are not linked to the curriculum.
- Other than in exceptional circumstances, one-off after school enrichment activities (for example theatre trips) whose cost exceeds £25.
- More than one chargeable extra-curricular activity per half term.

The discretionary budget will be audited regularly by the senior leader in charge of PP throughout the academic year and awards may have to be adjusted accordingly in response to the availability of funds.

## 8. Roles and responsibilities

### 8.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school.



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- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils.
- 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 spending to the governing body 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.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

#### **8.2 Governors**

The governing body is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- Ensuring 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 whether the school is ensuring value for money in its use of the pupil premium.
- 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.

#### **8.3 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.

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#### **8.4 Virtual school heads**

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children
- Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## **9. Approval/amendment and monitoring arrangements**

This policy is approved by the Governing Body of Woodford County High School. Any amendments to this Policy require approval by the Governing Body of Woodford County High School. This policy will be reviewed every two years by the Assistant Head i/c Pupil Premium. At every review, the policy will be shared with the governing body.

## **10. Questions**

If you have any questions about this policy, please contact the Senior Leader in charge of PP, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA

## **11. Appendix: Eligibility Criteria**

The pupil premium is allocated to the school based on the number of eligible pupils in Year 7 to Year 11.

Eligible pupils fall into the categories explained below.



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#### **11.1 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 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. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### **11.2 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. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

#### **11.3 Post looked-after children**

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

#### **11.4 Ever 6 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 (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

#### **Note 1**

##### **Free School Meals Eligibility**

Children may be eligible for free school meals if their parents receive any of the following:

- Income Support
- income-based Jobseeker's Allowance



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- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get any of the above benefits in their own right (i.e. they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

#### Note 2

#### **Pupil Premium Eligibility**

Any child who has

- registered as eligible for free school meals at any point in the last 6 years
- has been looked after for 1 day or more
- has been adopted from care
- has left care under: (a) a special guardianship order, (b) a residence order (c) a child arrangement order

#### Note 3

#### **16-19 Bursary Eligibility**

In September 2011 the 16-19 Bursary was introduced to replace EMA (Educational Maintenance Allowance). In September 2012, WCHS began administrating the 16-19 Discretionary Bursary Fund for our own Year 12 and 13 students independent of the Local Authority.

There are three levels of Bursary (only one level will be payable per student):

#### **Level 1: Vulnerable Learner Priority Group:**

The Level 1 Bursary is for those most in need, such as young people in care, care leavers, young people receiving income support, and disabled young people receiving both Employment Support Allowance and Disability Living Allowance, can apply for a Bursary of up to £1,200 per year.



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**Level 2: Student currently in receipt of Free School Meals:**

The Level 2 Bursary can be allocated to students who need support to overcome financial barriers that might prevent them continuing in full time education. This Bursary is for students who were eligible for Free School Meals (See Note 1 above) in Year 11 and continue to meet these criteria in the Sixth Form. They will receive a Bursary according to need, for identified and agreed costs outlined in the application process.

**Level 3 – Student whose current total household income is less than £35,000 or £40,000 per annum including benefits:**

The Level 3 Bursary is for those students whose current total household income is less than £35,000 or £40,000 per annum including benefits (and that no other income is available from another household to support the student)

**Amounts paid will be subject to the number of applicants and the availability of funds.**

The Bursary payment to schools is a fixed sum and not awarded on a per student basis. WCHS may have to vary the amount of bursary payment awarded per student to deal fairly with the numbers of eligible students in its Sixth Form. Amounts paid will be subject to the number of applicants, the level of need and the availability of funds. Awards will be dependent on meeting agreed standards of academic progress and excellent attendance (no unauthorised absence from lessons). Approved applicants will need to complete a 16-19 Student Bursary Fund Learner Agreement on collection of their first payment.

For full details of how the school decides to award the discretionary bursary, see [“WCHS 16-19 Discretionary Bursary”](#).