

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Pupil Premium Policy

<i>Policy agreed by Management Committee on:</i>	
<i>Review date for Management Committee:</i>	
<i>Allocated Group/Person to Review:</i>	Every Year
<i>Agreed frequency of Review, by allocated person:</i>	Hannah Buchanan
<i>Last Review date:</i>	Reviewed by Headteacher 16/09/2026: no changes

Melton Road, Sprotbrough, Doncaster, DN5 7SB



Doncaster
Council

1. Statement of Intent

The Levett School is committed to ensuring that pupils who are disadvantaged, including those eligible for Pupil Premium, receive the support they need to achieve positive educational, social and personal outcomes.

As a Pupil Referral Unit, Levett's pupils have diverse and often complex educational histories. Many pupils join the school following disrupted education, difficulties with attendance, behaviour or engagement, unmet or emerging special educational needs, or significant barriers to accessing learning. Consequently, Pupil Premium provision must be responsive to the individual circumstances and starting points of pupils rather than based solely on their funding category.

Our approach is based on the principle that:

Eligibility for Pupil Premium identifies access to additional funding; identified need determines provision.

Pupil Premium funding will therefore be used to address barriers that are preventing eligible pupils from making progress, engaging successfully with education and preparing for successful transition or reintegration.

Provision will be evidence-informed and will form part of the school's wider strategy for improving outcomes. It will be aligned with the School Development Plan (SDP), SEND provision, attendance strategy, behaviour and SEMH approaches, curriculum development and transition arrangements.

The school will seek to ensure that Pupil Premium funding contributes to:

- improved academic progress and attainment;
- improved reading, phonics, writing and mathematical outcomes where these are identified priorities;
- improved attendance and engagement;
- improved behaviour and readiness to learn;
- increased independence and reduced reliance on adult prompting;
- improved social, emotional and self-regulation skills where these are barriers to learning;
- improved access to the curriculum and enrichment;
- successful transition and reintegration;
- improved preparation for future education, training and employment; and
- improved outcomes for looked-after and previously looked-after pupils where applicable.

2. Purpose of Pupil Premium

Pupil Premium is additional funding intended to support eligible pupils and address barriers to educational achievement.

The school will use the funding to support approaches that are:

- informed by evidence and professional knowledge;
- appropriate to the individual pupil and the Levett cohort;
- linked to identified barriers and desired outcomes;
- proportionate to need;
- monitored for impact; and
- integrated with the school's wider improvement priorities.

Pupil Premium will not be regarded as a separate programme operating alongside the school's core provision. Where appropriate, funding will contribute towards whole-school approaches that benefit eligible pupils, provided there is a clear rationale for how the approach addresses identified barriers and improves outcomes.

3. Eligibility

Pupil Premium arrangements apply to eligible pupils in maintained schools, including Pupil Referral Units.

Eligibility may include:

- pupils eligible for benefits-related Free School Meals (FSM), including the relevant Ever 6 cohort;
- pupils who are looked after (LAC);
- pupils who have left care through specified routes and are eligible for the Previously Looked-After Child (PLAC) premium; and
- eligible service children through the Service Pupil Premium.

The eligibility criteria and funding arrangements are determined by the Department for Education and are subject to change. The school will use the current DfE guidance and annual Pupil Premium Conditions of Grant when determining eligibility and funding.

For 2026–27, the DfE's published rates include:

- **£1,550** for eligible FSM pupils in Reception to Year 6;
- **£1,100** for eligible FSM pupils in Year 7 to Year 11;
- **£2,690** for eligible looked-after and previously looked-after pupils; and
- **£360** Service Pupil Premium.

Current funding rates will be confirmed annually within the school's Pupil Premium Strategy Statement rather than treated as permanent policy.

4. Pupil Premium and Registration

As a PRU, Levett works with pupils who may be single registered or dual registered with another school.

Pupil Premium funding arrangements for PRUs are determined by the pupil's registration status and the DfE's annual funding arrangements.

The school will not operate a blanket assumption that Pupil Premium funding is only received for single-registered pupils.

Where a pupil is dual registered, responsibility for funding arrangements will be determined in accordance with the DfE Conditions of Grant and the specific registration and placement arrangements between the schools and, where relevant, the Local Authority.

Any arrangements for the transfer of funding between schools will be agreed between the relevant schools and/or Local Authority in accordance with the applicable funding arrangements.

The school will maintain appropriate records to ensure that Pupil Premium funding is used for eligible pupils in accordance with the Conditions of Grant.

5. Looked-After and Previously Looked-After Children

The school recognises that looked-after and previously looked-after children may experience additional barriers to educational achievement. However, the school will not assume that care experience in itself determines a pupil's educational need.

Provision will be based on the individual pupil's:

- educational history;
- current attainment and progress;
- attendance;
- SEND profile;
- emotional and social needs;
- relationships and engagement;
- personal circumstances;
- PEP outcomes; and
- views and aspirations.

Pupil Premium Plus funding for looked-after children is allocated to Local Authorities. Arrangements for the use of this funding are determined through the Local Authority and Virtual School arrangements.

Where a looked-after pupil attends Levett, the school will work with the Designated Teacher, Virtual School, social worker, carers, parents where appropriate and other professionals to ensure that educational priorities are identified and reflected within the pupil's Personal Education Plan (PEP).

For previously looked-after children, where the school receives Pupil Premium funding, the funding will be used in accordance with the DfE requirements and the pupil's identified needs.

6. Service Pupil Premium

The school will identify eligible service children and consider whether their circumstances create barriers to learning or wellbeing.

Service Pupil Premium is intended primarily to support the pastoral needs of eligible service children, including issues associated with mobility, parental deployment and family circumstances.

Where appropriate, the school may use funding to support:

- emotional and pastoral support;
- relationships and peer support;
- transition following changes in school or family circumstances;
- attendance and engagement;
- enrichment and belonging;
- communication with families; and
- academic progress where this is identified as a priority.

Service Pupil Premium is not allocated as an individual budget for each child. The school will use the funding to support eligible service children in accordance with the current DfE guidance.

7. Levett's Approach to Pupil Premium

Levett's approach reflects the DfE's evidence-informed approach to Pupil Premium and the Education Endowment Foundation's tiered model.

The school will consider provision across three broad areas:

7.1 High-quality teaching

The strongest foundation for improving outcomes is high-quality teaching.

Pupil Premium funding may therefore contribute to approaches such as:

- adaptive teaching;
- targeted professional development;
- improved curriculum resources;
- reading and phonics provision;
- writing development;
- mathematics provision;
- assessment and feedback;
- explicit teaching of vocabulary and language;
- metacognitive approaches;
- development of independence;
- classroom adaptations;

- high-quality teaching assistant deployment; and
- approaches that reduce barriers to accessing learning.

7.2 Targeted academic support

Where assessment identifies a specific learning barrier, eligible pupils may receive targeted intervention.

This may include:

- phonics;
- reading fluency and comprehension;
- spelling;
- writing;
- mathematics;
- language and vocabulary;
- precision teaching;
- targeted tutoring;
- pre-teaching and consolidation;
- structured intervention programmes; and
- targeted support linked to identified gaps.

Intervention will have a clear intended outcome and will be reviewed to determine whether it is having the desired impact.

7.3 Wider strategies

Pupil Premium may also support wider barriers that affect educational outcomes.

This may include:

- attendance;
- engagement;
- SEMH support;
- emotional regulation;
- behaviour;
- positive relationships;
- transition;
- reintegration;
- enrichment;
- access to educational experiences;
- family engagement;
- preparation for future education, training and employment;
- support with identified practical barriers; and
- development of independence and self-management.

8. Identifying Barriers to Learning

Pupil Premium provision will be informed by a broad assessment of each pupil's circumstances.

This may include consideration of:

- baseline attainment;
- progress over time;
- reading age and phonics knowledge;
- attendance;
- behaviour;
- engagement;
- SEMH needs;
- SEND profile;
- EHCP outcomes;
- intervention records;
- classroom observations;
- pupil voice;
- parent/carer views;
- information from the referring or mainstream school;
- professional advice;
- PEP information;
- safeguarding information where relevant;
- transition information; and
- the pupil's individual aspirations.

The school will avoid making assumptions about disadvantage based solely on eligibility.

The purpose of the assessment is to establish:

Barrier → Intervention → Intended outcome → Measure of impact

9. Relationship with SEND Provision

Pupil Premium and SEND funding are separate funding streams and will not be treated as interchangeable.

Pupil Premium will not be used as a substitute for:

- the school's statutory duties in relation to SEND;
- reasonable adjustments;
- ordinarily available provision;
- provision specified within an EHCP; or
- statutory responsibilities relating to safeguarding, attendance or education.

Where an eligible pupil also has SEND, the school will consider how the different aspects of provision work together.

The school's graduated response will inform decisions about intervention and support. Provision will be proportionate to identified need and reviewed through existing SEND and pupil progress processes.

10. Pupil Premium and the School Development Plan

Pupil Premium priorities will be aligned with the School Development Plan.

Current areas may include:

- phonics, reading fluency and spelling;
- writing;
- mathematics;
- adaptive teaching;
- intervention impact;
- attendance;
- behaviour and SEMH;
- emotional regulation;
- independence and reduced adult prompting;
- transition and reintegration;
- careers and preparation for adulthood; and
- improved assessment and progress monitoring.

This alignment ensures that Pupil Premium is part of the school's wider improvement strategy rather than a separate initiative.

11. Individualised Provision

Levett recognises that pupils eligible for Pupil Premium have different experiences, strengths and barriers.

Provision may therefore differ significantly between pupils.

For example, one pupil may require targeted literacy intervention, while another may require support with attendance, emotional regulation, transition or engagement before academic intervention can be effective.

The school will therefore avoid a one-size-fits-all model of Pupil Premium provision.

Where funding contributes to a whole-school approach, the school will identify the rationale for its use and consider its impact on eligible pupils.

12. Monitoring and Evaluation

The impact of Pupil Premium will be monitored through existing school systems wherever possible.

The school will consider a range of evidence, including:

- attainment;
- progress from individual starting points;
- reading and phonics outcomes;
- writing and mathematics outcomes;
- attendance;
- behaviour;
- engagement;
- participation in learning;
- independence;
- intervention outcomes;
- SEMH indicators where relevant;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- transition outcomes; and
- reintegration outcomes where applicable.

The school will establish a baseline where appropriate and identify measurable intended outcomes.

Monitoring will focus on whether provision is making a meaningful difference rather than simply whether an intervention has been delivered.

Where an approach is not having sufficient impact, the school will consider:

- whether the identified barrier was accurate;
- whether the intervention was appropriate;
- whether the intervention was delivered with sufficient quality or frequency;
- whether the pupil's needs have changed; and
- whether an alternative approach is required.

13. Accountability

Management Committee

The Management Committee will:

- maintain oversight of Pupil Premium provision;
- receive information about the use and impact of funding;
- challenge and support the school's approach;

- consider whether funding is being used in accordance with the Conditions of Grant; and
- monitor the impact of the strategy through the school's wider quality assurance arrangements.

Headteacher

The Headteacher will:

- provide strategic oversight of Pupil Premium;
- ensure funding is appropriately managed;
- ensure Pupil Premium is aligned with school priorities;
- support effective evaluation; and
- report to the Management Committee.

Pupil Premium Lead/Business Manager

The Pupil Premium Lead will:

- coordinate the school's Pupil Premium approach;
- maintain an overview of eligible pupils;
- identify cohort-level and individual barriers;
- work with staff to determine appropriate provision;
- monitor the impact of interventions;
- contribute to the annual strategy statement;
- support staff understanding of Pupil Premium;
- work with relevant leaders, including the SENDCo and pastoral/SEMH staff; and
- report identified strengths, concerns and priorities to the Headteacher and Management Committee.

Teachers and Support Staff

Teachers and support staff will:

- know the pupils they teach;
- identify barriers to learning;
- provide high-quality teaching and appropriate adaptations;
- deliver agreed interventions effectively;
- monitor pupil response;
- promote independence;
- record relevant evidence of impact; and
- contribute to review processes.

14. Financial Management

Pupil Premium funding will be managed through the school's established financial procedures.

The school will maintain appropriate records of:

- funding received;
- expenditure;
- intended beneficiaries;
- identified barriers;
- intended outcomes; and
- evidence of impact.

Funding will be used in accordance with the current DfE Conditions of Grant.

Where funding contributes to a wider school approach, the school will retain a clear rationale for how the expenditure supports eligible pupils.

15. Pupil Premium Strategy Statement

The school will maintain a separate annual Pupil Premium Strategy Statement.

The Strategy Statement will identify:

- the school's current context;
- eligible pupil numbers;
- identified barriers;
- intended outcomes;
- planned approaches;
- expenditure;
- success measures;
- arrangements for monitoring impact; and
- the previous year's outcomes and evaluation.

The strategy will be reviewed annually and updated in accordance with current DfE requirements.

Where the school has more than five eligible pupils, the annual Pupil Premium Strategy Statement will be published on the school website by the DfE's required deadline, currently 31 December.

The current DfE template will be used where required.

16. Equality and Inclusion

The school will ensure that Pupil Premium provision is delivered fairly and without discrimination.

Eligible pupils will not be publicly identified or labelled because of their funding status.

The school will consider the interaction between disadvantage and other protected or additional needs, including SEND, disability, care experience and other barriers to participation.

Provision will be based on individual need and educational outcomes.

17. Links with Other School Policies and Strategies

This policy should be read alongside:

- School Development Plan;
- SEND Policy;
- Accessibility Plan;
- Attendance Policy;
- Behaviour Policy;
- SEMH Policy;
- Curriculum Policy;
- Teaching and Learning Policy;
- Assessment Policy;
- Children in Care Policy;
- Safeguarding and Child Protection Policy;
- Equality Policy; and
- relevant transition and reintegration procedures.

18. Review

This policy will be reviewed annually by the Pupil Premium Lead and Headteacher.

The policy will be updated sooner where there are significant changes to:

- DfE Pupil Premium guidance;
- funding arrangements;
- the school's PRU remit;
- the school's cohort or provision; or
- relevant legislation or statutory guidance.

The annual Pupil Premium Strategy Statement will be reviewed separately to reflect the school's current cohort, priorities, funding and evidence of impact.