

Pupil Premium Policy

Reviewed by: Full Board of Trustees

Reviewed: November 2025

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1.0 Introduction

- 1.1 At Katharine Lady Berkeley’s School, we believe that every pupil—regardless of background or circumstance—deserves the highest quality of education and the opportunity to flourish. Whilst our Pupil Premium policy considers funding, it is more a commitment to removing barriers, lifting aspirations, and enabling every pupil to achieve their potential. We are dedicated to ensuring that the voices of disadvantaged pupils and their families guide our strategy, so that support is both meaningful and impactful.

2.0 Purpose of the Policy

2.1 This policy:

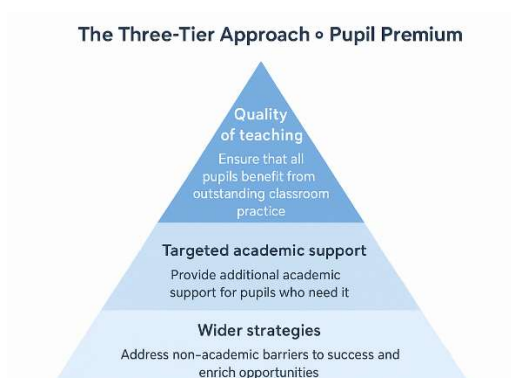
- 2.1.1 Explains how KLB identifies and supports disadvantaged pupils.
- 2.1.2 Sets out the school’s principles for effective use of Pupil Premium funding.
- 2.1.3 Ensures accountability to parents, staff, and trustees through clear monitoring and reporting.
- 2.1.4 Aligns the school’s practice with evidence-based approaches to raising attainment and reducing inequalities.

- 2.2 Definition: In this policy, “disadvantaged” includes pupils eligible for Pupil Premium funding (e.g., free school meals, looked-after children, adopted children, service children) and other pupils experiencing barriers to learning. KLB identifies this group as “Equity” pupils.

3.0 Principles

- 3.1 Every pupil can succeed when given high-quality teaching, effective support, and equitable opportunities.
- 3.2 Support for disadvantaged pupils must be timely, targeted, and evidence-based.
- 3.3 The school monitors impact, using outcomes to adapt provision.
- 3.4 Families and pupils are partners in identifying need and evaluating interventions.
- 3.5 Pupil Premium funding complements, but does not replace, outstanding classroom teaching.

4.0 The Three-Tier Approach to Pupil Premium



4.1 Quality of Teaching

4.1.1 Objective: Ensure that all pupils benefit from outstanding classroom practice.

4.1.2 Strategies:

4.1.2.1 Professional development for staff in evidence-based approaches to disadvantage (e.g., retrieval practice, metacognition, literacy across the curriculum).

4.1.2.2 Curriculum planning that ensures challenge and engagement for all learners.

4.1.2.3 Embedding high expectations and differentiated teaching strategies.

4.1.2.4 Regular progress tracking to identify and address gaps promptly.

4.1.3 Intended Outcomes:

4.1.3.1 Improved attainment and progress for disadvantaged pupils.

4.1.3.2 Reduced differential in outcomes compared with peers.

4.1.3.3 Enhanced engagement and participation across the curriculum.

4.2 Targeted Academic Support

4.2.1 Objective: Provide additional academic support for pupils who need it.

4.2.2 Strategies:

4.2.2.1 One-to-one or small-group tuition for core subjects.

4.2.2.2 Peer mentoring, guided study sessions, and literacy/numeracy interventions.

4.2.2.3 Use of evidence-based interventions recommended by the Education Endowment Foundation.

4.2.2.4 Support for pupils with specific barriers (e.g., language acquisition, SEN needs).

4.2.3 Intended Outcomes:

4.2.3.1 Disadvantaged pupils achieve outcomes at or above national expectations.

4.2.3.2 Gaps in attainment and progress are narrowed.

4.2.3.3 Pupils develop confidence and independence as learners.

4.3 Wider Strategies

4.3.1 Objective: Address non-academic barriers to success and enrich opportunities.

4.3.2 Strategies:

4.3.2.1 Pastoral support, including mentoring and wellbeing programs.

4.3.2.2 Access to extracurricular activities, trips, music tuition, and enrichment opportunities.

4.3.2.3 Provision of resources such as uniforms, technology, or study materials.

4.3.2.4 Transition support at key stages (e.g., Year 6 → Year 7, Year 11 → Post-16).

4.3.2.5 Engagement with families to remove barriers to learning and attendance.

4.3.3 Intended Outcomes:

4.3.3.1 Pupils are fully engaged in school life and extracurricular opportunities.

4.3.3.2 Attendance and behaviour are improved.

4.3.3.3 Pupils experience a sense of belonging and aspiration.

5.0 Identification and Monitoring

5.1 Pupil Premium eligibility is reviewed regularly with families and pastoral teams.

5.2 The Equity Lead and Senior Leadership Team monitor progress, attainment, attendance, and engagement for disadvantaged pupils.

5.3 Interventions are reviewed termly; impact is assessed to inform future provision.

5.4 Data and outcomes are reported to the Full Trustees Board annually

6.0 Accountability and Reporting

6.1 The Full Trustees Board approves the Pupil Premium strategy and monitors outcomes.

6.2 A clear summary of expenditure and impact is published on the school website.

6.3 Reports include both quantitative measures (attainment, progress, attendance) and qualitative evidence (pupil voice, engagement, enrichment participation).

6.4 Strategies are adjusted annually based on evaluation and emerging needs.

7.0 Financial Management

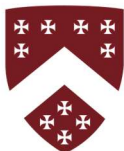
7.1 Pupil Premium funding is allocated in the annual budget and tracked separately.

7.2 The Equity Lead and Senior Leadership Team ensure funds are used cost-effectively and sustainably.

7.3 Underspends are reviewed and reallocated to maximise impact.

The School publishes its annual Pupil Premium strategy statement by 31 December each year on the School website. The statement includes spending the PP funds and its impact on disadvantaged pupils. This statement follows a template provided by the government and details the previous academic year's spend and the current academic year's plans.

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