



Pupil Premium Policy

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on any pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the progress, outcomes and expenditure of children in receipt of pupil premium at ReFocus

2. Legislation and guidance

This policy has regard to the Department for Education's Pupil Premium: Conditions of Grant 2026 to 2027, current guidance on using pupil premium, virtual school heads' responsibilities and service pupil premium.

3. Purpose of the grant

Pupil premium is funding intended to improve the educational outcomes of disadvantaged pupils. Service pupil premium is intended mainly to provide pastoral support for eligible service children. As an independent alternative-provision school, ReFocus does not automatically receive a direct pupil-premium allocation; funding is normally held and deployed by the commissioning school, local authority or virtual school.

ReFocus recognises that eligibility does not by itself identify a pupil's needs. Support will be based on assessment and agreed outcomes and may benefit other pupils with identified needs where the applicable funding rules permit this.

3.1 Challenges and context

ReFocus cohort and barriers

Priorities will be reviewed annually using the needs of ReFocus's actual Key Stage 4 cohort rather than area-level deprivation alone. Relevant evidence includes prior attainment, gaps in education, attendance, SEND and communication needs, social-care involvement, care experience, social and emotional needs, risk of exclusion or disengagement, qualifications and post-16 destinations.

4. Use of the grant

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and

- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- Identify each pupil's barriers and intended outcomes with the pupil, parent or carer and commissioning body
- Use evidence-informed approaches and learning from effective practice at ReFocus
- Balance whole-school, group and individual approaches according to assessed need
- Engage parents and carers and, where appropriate, the pupil and professionals supporting them
- Agree with the funding or commissioning body how any designated pupil-premium support will be used and reviewed
- Integrate funded support with the curriculum, safeguarding, SEND and Personal Education Plan arrangements
- Maintain clear records of funding or commissioned support received, intended outcomes, expenditure, review and impact

Some examples of how the school may use the grant include, but are not limited to:

- Providing individual or small-group literacy, numeracy, GCSE or vocational support
- Providing additional teaching, mentoring or specialist support linked to assessed need
- Supporting attendance, engagement, readiness to learn and recovery of gaps in education
- Providing examination, qualification and targeted tutoring support
- Removing evidenced barriers to curriculum enrichment and educational visits
- Supporting social and emotional development, reintegration, careers guidance and post-16 transition

Where ReFocus receives or is responsible for a pupil-premium allocation and the applicable publication threshold is met, it will publish the required strategy statement using the current DfE template. ReFocus may otherwise publish or provide an equivalent summary to support transparency.

5. Eligible pupils

5.1 ReFocus provides Key Stage 4 independent alternative provision, often for relatively short periods. Baseline information may be incomplete because pupils can have gaps in education or extended absence; progress will therefore be assessed using the best available starting points and a range of educational and engagement measures.

5.2 For dual-registered pupils, pupil-premium funding will normally remain with the home or commissioning school. For pupils whose independent placement is fully funded by a local authority, the authority receives the relevant allocation and decides how much to pass to ReFocus or spend itself. The commissioner may draw on its wider resources, including pupil premium, when funding a placement, but this does not mean that ReFocus has received a separate, identifiable pupil-premium grant.

5.3 ReFocus will establish each pupil's eligibility and registration status and identify which school, local authority or virtual school controls the funding. It will consult that body about needs and intended outcomes. Where a specific sum or service is designated as pupil-premium support for a ReFocus pupil, it will be additional, evidence-informed, consistent with the menu of approaches and separately recorded and reviewed; it will not simply be treated as an unrestricted contribution to ordinary tuition fees.

5.4 Free school meals and FSM Ever 6

Pupil-premium eligibility includes pupils recorded as eligible for targeted free school meals, or who have been recorded as eligible during the previous six years, in accordance with the current conditions of grant. From the 2026 to 2027 academic year, pupils eligible only for the expanded Universal Credit free-school-meal entitlement receive meals but do not attract pupil premium.

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

5.5 Looked-after children

For looked-after children, the virtual school head in the authority that looks after the child controls the pupil-premium-plus arrangements. Use will be discussed with ReFocus, linked to robust Personal Education Plan outcomes and follow the menu of approaches. The funding is not a personal budget and may be pooled by the authority.

5.6 Previously looked-after children

Pupils recorded in the most recent January 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
- In state care from outside England and Wales before being adopted

5.7 Ever 6 service children

Pupils recorded in the most recent January 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 January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6 Roles and responsibilities

6.1 Headteacher and senior leadership team

The proprietor retains legal accountability. The Headteacher and Senior Leadership Team manage implementation and are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-informed 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 board on an ongoing basis
- Publishing a pupil-premium strategy statement where ReFocus is required to do so, or providing an equivalent summary where appropriate

- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governing board

- Supporting and scrutinising the school's use of any pupil-premium funding or commissioned support, including compliance with the applicable conditions
- 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

6.3 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 outcomes are not improving in response to funded interventions and raising this with the Senior Leadership Team
- Sharing insights into effective practice with other school staff

7 Monitoring arrangements

This policy will be reviewed annually by the Headteacher or nominated Pupil Premium Lead and shared with the governing board, including the nominated Pupil Premium Governor. The board will receive an annual report on funding or commissioned support received, its use and impact. Parents and carers will be informed about relevant support for their child, and any required strategy statement will be published in line with current DfE requirements