

**Outcomes
First
Group.**

Pupil Premium Policy

Policy Folder:

Education



Red Moor
School

Pupil Premium Policy

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Owner	Beth Atherton



Document History

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Our School

Red Moor School is an independent SEMH special school positioned near the town of Bodmin, Cornwall. The school provides full-time specialist co-education for children and young people aged 4 to 16 who have an EHCP and experience social, emotional, mental health and/or communication difficulties. These children and young people require a higher level of support, and have experienced significant difficulties in coping, functioning and achieving within a mainstream educational environment. The aim is to provide a structured, nurturing approach, with pupils accessing a broad, balanced and engaging curriculum to meet their significant needs.

Values

Red Moor School, Cornwall, is committed to raising achievement and enabling all pupils to recognise and fulfil their potential, and support them through a personalised, engaging and relevant curriculum. We address a complex range of barriers to learning including conditions such as attention deficit hyperactivity disorder, oppositional defiance disorder, developmental trauma and autism spectrum disorder.

Our priority is to provide a nurturing, structured and highly supportive environment in which children and young people feel safe, understood and valued, enabling them to develop the skills they need to thrive both now and in the future. We focus on promoting emotional wellbeing, building resilience, and supporting the development of positive relationships, alongside the acquisition of core knowledge and functional skills needed for a successful transition to further education, employment and adult life. Through consistent support, clear expectations and relational approaches, pupils are supported to understand their emotions, take increasing responsibility for their actions, and develop the confidence to make positive choices. We aim to equip all pupils with the social, emotional and practical skills required to engage successfully with their communities and lead fulfilling lives.

The Department of Education has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’ (DfE, 2026)

However, we are accountable for the use of this additional funding.



What is Pupil Premium?

The Pupil Premium is additional government funding provided to state-funded schools in England to improve the educational outcomes and life chances of disadvantaged pupils. It plays a key role in supporting schools to address the wider barriers to learning that many pupils face, including social, emotional and mental health (SEMH) needs.

At our setting, we recognise that disadvantaged pupils may experience a range of overlapping challenges which can impact their engagement, wellbeing and progress. Therefore, Pupil Premium funding is used not only to support academic achievement, but also to promote emotional wellbeing, resilience and positive relationships, enabling pupils to feel safe, supported and ready to learn.

Funding is allocated based on eligibility, including pupils who have been eligible for free school meals within the last six years (Ever 6), as well as pupils who are, or have previously been, looked after by a local authority (children in care (CIC) or previously looked after children (PLAC)). The Service Pupil Premium (SPP) is also included to support children from armed forces families, who may face additional emotional or social challenges.

Pupil Premium funding is not a personal budget and is not allocated to individual pupils. It is used to support wider groups, including those with additional vulnerabilities such as pupils with a social worker or young carers. This enables the school to implement whole-school, targeted and therapeutic approaches that benefit both disadvantaged pupils and the wider cohort.

We are committed to using this funding in a strategic and evidence-informed way, drawing on research such as that from the Education Endowment Foundation (EEF). Our approach prioritises high-quality teaching, targeted interventions and wider strategies that support attendance, belonging, behaviour and emotional regulation, recognising that these are essential foundations for learning and long-term success.

For pupils who are looked after, funding is managed in partnership with the local authority's Virtual School Head to ensure provision is tailored to individual need and supports both educational and emotional outcomes.

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how the school will use Pupil Premium funding to improve outcomes and narrow attainment gaps between disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents, carers and wider school community for how this additional funding is used to support pupils and improve outcomes. National performance measures also reflect the attainment and progress of disadvantaged pupils and contribute to the school's accountability.

In line with statutory requirements, the school publishes information on its website detailing the amount of Pupil Premium funding received, how this funding is intended to be spent, how it has been spent in the previous academic year, and the impact of this spending on pupils' attainment and progress.



When publishing this information, the school ensures that it meets its responsibilities under data protection legislation, so that individuals or identifiable groups of pupils, including those eligible for the Service Pupil Premium, cannot be identified.

How we will make decisions regarding the use of Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that all Pupil Premium funding allocated to the school is used solely for its intended purpose.
- Draw on the latest evidence-based research¹ to inform our approach, using proven strategies to narrow attainment gaps and adapting these as necessary to meet the needs of our pupils.
- Be transparent in reporting how the Pupil Premium has been used, so that parents, stakeholders and The Independent School Standards (ISS) are fully informed about the impact of this additional funding.
- Recognise that eligibility for the Pupil Premium does not equate to low ability, and that pupils' social circumstances should not define expectations of their achievement.
- Maintain robust systems for monitoring and evaluating the impact of Pupil Premium spending.
- Acknowledge that eligible pupils are not a homogeneous group and have a wide range of needs; therefore, our strategies will reflect both group and individual requirements.
- Prioritise high-quality teaching and learning as the primary means of closing attainment gaps, supplemented by targeted, evidence-based interventions where additional support is required for a limited time.
- Use Pupil Premium funding across all year groups, not only those approaching end-of-year examinations.

Development of the policy

This policy has been developed as part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of our work as a school. In developing this policy, we have taken into account our statutory responsibilities under the Equality Act 2010. As a public organisation, we are required to comply with the Public Sector Equality Duty (PSED) and its associated specific duties. Further information can be found in our school's Single Equality Scheme.

There is a clear overlap between this policy and our Equality Scheme, particularly in how we meet the needs of pupils with protected characteristics as defined by the Equality Act. Some of these pupils — including those

¹ 1 Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use.



from minority ethnic backgrounds, those with English as an additional language, pupils with special educational needs, and those with disabilities — may experience higher levels of disadvantage and, consequently, higher rates of eligibility for Free School Meals (FSM). Where this is the case, these additional needs will be carefully considered and addressed.

In developing this Pupil Premium Policy, we have also taken into account relevant external guidance and regulatory frameworks, including the Independent School Standards (ISS), which require schools to promote the achievement, welfare and development of all pupils. In particular, we recognise the importance of ensuring that provision supports the progress of different groups of pupils and contributes to narrowing attainment gaps.

Links to other policies and Documentation

While this policy is the key document outlining our approach to narrowing gaps in attainment and achievement for disadvantaged pupils, we recognise that this work sits within a wider framework of school policies and practice.

We will ensure that our responsibilities under the Equality Act 2010 extend beyond those pupils eligible for the Pupil Premium. Information relating to other groups of pupils where attainment gaps remain will be reflected in key school documents, including the School Development Plan, Self-Evaluation, school prospectus, website and newsletters.

This policy should therefore be read in conjunction with a range of other school policies which support inclusion, equality and pupil outcomes. These include, but are not limited to:

- Behaviour Policy
- Admissions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Attendance Policy
- Curriculum Policy
- Equality-related documentation (including the Single Equality Scheme)

These policies are available on the school website and form part of a cohesive approach to supporting all pupils and promoting positive outcomes.

In addition, reference to disadvantaged pupils and strategies to support them will be evident in whole-school documentation and decision-making processes, including meeting minutes from staff, the Senior Leadership Team and, where appropriate, the School Council.

Where relevant, this policy also reflects guidance from the Department for Education (DfE) regarding the effective use of Pupil Premium funding and the requirement for schools to publish information about its impact and use

Roles and responsibilities

Our Designated Teacher for Children in Care is Beth Atherton, with Sally Truscott and Victoria Underwood as Assistants to the Designated Teacher for Children in Care. However, we expect all members of our



school community to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team

The Headteacher, Deputy Headteacher and Senior Leadership Team are responsible for the implementation of this policy. They will ensure that all staff understand their role in narrowing attainment gaps for pupils and are supported to do so effectively. This includes providing appropriate guidance, resources and access to relevant professional development opportunities to accelerate pupil progress and attainment.

Through performance management arrangements, the Senior Leadership Team will ensure that narrowing attainment gaps remains a key priority for the school and is embedded within whole-school improvement practices.

The Headteacher is responsible for reporting annually to Acorn Education's Central Team. This report will include:

- an evaluation of the progress made in narrowing attainment gaps for disadvantaged pupils, broken down by year group
- an overview of the provision implemented since the previous report
- an assessment of the cost-effectiveness of different strategies, considering the progress made by pupils in receipt of specific interventions compared to alternative approaches

Ashley Bradshaw (Headteacher) has day-to-day responsibility for coordinating the implementation of this policy and monitoring outcomes. He maintains a strong understanding of evidence-based research relating to effective strategies for reducing attainment gaps, and ensures that this is appropriately adapted to meet the needs of the school and its pupils.

The use of Pupil Premium funding will be reviewed annually to monitor its allocation, implementation and impact.

Teaching and Support Staff

Teaching and support staff will:

- maintain high expectations of all pupils and not equate disadvantage with low ability
- promote an inclusive, supportive and collaborative classroom environment in which pupils from disadvantaged backgrounds can thrive
- plan and deliver high-quality teaching and learning to accelerate progress, narrow attainment gaps and sustain improvement over time
- provide appropriate differentiation and targeted support to meet the needs of disadvantaged pupils, particularly those at risk of falling behind
- engage with and apply current evidence-based strategies proven to be effective in narrowing gaps in attainment and achievement
- use assessment information effectively to identify gaps, monitor progress and adapt teaching to meet pupils' needs
- contribute to the evaluation of interventions and strategies, including providing evidence of impact for disadvantaged pupils



Staff will be held accountable for the progress of disadvantaged pupils through regular monitoring processes, including pupil progress meetings, lesson observations, work scrutiny and performance management. Expectations around narrowing attainment gaps will form part of individual performance objectives. The school will provide staff with access to high-quality professional development opportunities tailored to their roles and needs. This will enable them to implement effective strategies to accelerate pupil progress and further reduce attainment gaps.

Monitoring and Reviewing the Policy

The school's use of Pupil Premium funding will be reviewed on a termly basis to ensure that it is having the intended impact on narrowing attainment gaps. This regular review allows for timely adjustments where strategies are not proving effective, rather than waiting until the end of the academic year.

This policy will be reviewed annually and updated in line with the impact of provision, changes in school priorities and any variation in the level of Pupil Premium funding received.

We recognise the importance of context in evaluating effectiveness. As such, we will assess the impact of strategies rigorously, using a range of evidence. Where appropriate, this will include ongoing evaluation approaches, such as those outlined in the Education Endowment Foundation (EEF) guidance. The annual review will involve contributions from staff, pupils, and parents/carers.

Dissemination of the Policy

This Pupil Premium Policy, together with a summary of key actions, will be shared through a range of channels to ensure accessibility and transparency. It will be:

- published on the school website (with paper copies available on request)
- included in the staff handbook and used as part of induction for new staff
- referenced in termly newsletters to parents and carers
- summarised within the school prospectus or brochure

Additional opportunities, such as parents' evenings and assemblies, may also be used, where appropriate, to share information about the Pupil Premium and its impact.

Appeals Procedure

Any concerns or appeals relating to this policy should be raised through the school's formal complaints procedure.

Use of the Pupil Premium in Our School

Pupil Premium funding is used to support pupils in overcoming barriers to learning and to promote equitable access to education. Provision is tailored to meet a range of individual needs, including:

- addressing specific learning difficulties
- supporting therapeutic recommendations (e.g. sensory needs, communication and social interaction)
- developing mobility, motor skills and independence
- promoting emotional wellbeing and readiness to learn



Evidence indicates that the most effective schools secure strong outcomes through high-quality teaching, effective leadership, a broad and coherent curriculum, high expectations for all pupils, and carefully targeted interventions. Our approach reflects these principles, combining high-quality classroom practice with targeted support and enrichment opportunities.

Pupils eligible for Pupil Premium funding may benefit from one or more of the following:

- specialist equipment or software to support learning
- revision materials and curriculum resources
- access to IT equipment, such as laptops or tablets
- communication aids
- access to music tuition, sports coaching or enrichment activities
- sensory resources and equipment
- specialist equipment to develop new skills (e.g. cycling)
- educational visits and experiences that support learning and social development
- outdoor provision to promote social, emotional and mental wellbeing
- specialist support from external professionals, such as occupational therapists or speech and language therapists

Information about the impact of Pupil Premium funding for individual pupils can be made available upon request, in line with the school's data protection and confidentiality policies.

Pupil Premium Grants:

Year	Number of students entitled	Total amount
2020-2021	4	£9,380
2021-2022	5	£11,725
2022-2023	5	£11,725
2023-2024	12	£30,360
2024 - 2025	10	£7,353
2025 - 2026	7	£6,600
2026 - 2027	4	£5,700

Pupil Premium Plus (Looked After Children):

The school recognises that pupils who are looked after by the local authority (LAC), or who have been previously looked after, may face additional barriers to learning and achievement. Pupil Premium Plus (PP+) funding is therefore used to provide targeted support to meet their individual needs and improve educational outcomes.

We acknowledge that these pupils require a high level of personalised support. As such, provision will be planned and delivered in close collaboration with key stakeholders, including the Virtual School Head, carers, social workers and other relevant professionals.



The use of Pupil Premium Plus funding will:

- be informed by each pupil's Personal Education Plan (PEP) and reviewed regularly
- focus on removing barriers to learning and promoting academic progress, as well as social, emotional and mental wellbeing
- be tailored to the individual needs of each pupil, recognising that no single approach will be appropriate for all

Provision may include:

- targeted academic support and high-quality intervention programmes
- additional pastoral support to support emotional regulation, wellbeing and engagement
- access to enrichment opportunities and experiences
- specialist resources or therapeutic support where appropriate

The designated teacher for looked-after children will have responsibility for:

- promoting high expectations and aspirations for all LAC and previously LAC pupils
- ensuring that staff are aware of the needs of these pupils and understand their role in supporting them
- monitoring progress and attainment, and ensuring that appropriate support is in place
- contributing to the development, implementation and review of Personal Education Plans
- working with external agencies to ensure a coordinated approach to support

The impact of Pupil Premium Plus funding will be monitored regularly as part of the school's wider evaluation of provision and reported through established review processes.

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Family, by working together we will build
Incredible futures by empowering
children, young people and adults in the
UK to be happy and make their way in
the world



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