



The Bluebell Federation

Pupil Premium Policy

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Our Bluebell Federation Vision: 'Rooted and established in Love'

Our Bluebell Federation Vision: Every child will blossom academically and emotionally in a nurturing environment rooted in love and kindness.

Please note that whenever the document refers to 'school', this applies to all schools in the Bluebell Federation (Chailey St Peter's CE Primary School, Fletching CE Primary School, Forest Row CE School, Little Horsted CE School and Wivelsfield Primary School).

Approved by: Gemma White / Jenny Barnard-Langston **Date:** November 2026

Next review due by: November 2028

1. Policy summary

Pupil Premium is additional funding intended to improve outcomes for disadvantaged pupils and help address barriers to achievement. The Federation will use its knowledge of pupils and communities, alongside evidence-informed practice, to decide how funding can have the greatest impact. Funding is not an individual entitlement or ring-fenced for each eligible pupil. Decisions will be based on robust diagnosis of need and the likely impact of provision. Support may therefore be targeted at individual pupils or groups, or delivered through whole-class, whole-school or family approaches where these are justified by identified needs.

The Federation will not assume that pupils eligible for Pupil Premium have low ability or share the same needs. High expectations, inclusion, access to a broad and balanced curriculum, and the removal of barriers to participation will underpin our approach.

2. Our vision and principles

Our aim is to offer an inspiring education for all pupils through learning adventures, exploration, friendship, care for our world and healthy lifestyles. Respect, perseverance, trust, caring and collaboration are embedded in our curriculum.

- High-quality teaching is the first and most important lever for improving attainment, particularly for disadvantaged pupils.
- Use assessment and a robust diagnosis of need to identify barriers, learning gaps and pupils' strengths before selecting approaches.
- Select approaches using the best available evidence, while considering our pupils' context, professional expertise, implementation requirements, cost and feasibility.
- Plan provision so that targeted support complements, rather than substitutes for, strong classroom teaching and access to the full curriculum.
- Monitor implementation and outcomes, review provision regularly, and adapt or stop approaches that are not having the intended impact.
- Work sensitively and constructively with pupils, parents and carers; avoid stigma and protect confidentiality.

3. What is Pupil Premium?

Pupil Premium is funding allocated by the Department for Education to support eligible disadvantaged pupils. Eligibility categories and rates can change, so the Federation will use current DfE guidance when confirming eligibility, allocations and reporting requirements.

The funding may support eligible pupils and other pupils where the school's diagnosis shows that a shared approach is the most effective way to address barriers. The Federation will comply with current grant conditions and reporting requirements and will publish its Pupil Premium strategy in the required format.

4. How we decide how to spend the funding

The Executive Headteacher and senior leaders will lead an evidence-informed planning cycle. This will begin with a robust diagnosis of pupils' needs and barriers, drawing on relevant attainment and progress information, assessment, attendance, behaviour, participation, pupil and family voice, staff knowledge and other appropriate qualitative and quantitative evidence.

1. Identify the specific barriers and desired outcomes for disadvantaged pupils in each school; do not assume that all pupils eligible for Pupil Premium need the same support.
2. Choose approaches that address the diagnosed need, using EEF evidence summaries and guidance alongside professional judgement and local knowledge.
3. Plan implementation before launch: define the intended change, identify who will lead and deliver the approach, provide suitable training and resources, and make time for staff to practise and embed new techniques.
4. Where interventions are used, specify the pupils' learning gaps, curriculum content, entry and exit assessments, session frequency and duration, staff preparation, and how learning will connect with classroom teaching.
5. Set measurable intended outcomes and decide in advance what evidence will be collected, when it will be reviewed and what would trigger adaptation or discontinuation.
6. Review progress and implementation at least termly, including whether pupils received the intended provision, whether it improved outcomes, and whether the benefits justify the cost and staff time.

5. EEF-informed menu of approaches

The following reflects how the Federation has considered the **Education Endowment Foundation's** 'Menu of Approaches': evidence brief and supporting resources (September 2026). The Federation will select provision according to diagnosed need, evidence, feasibility and expected impact.

5.1 High-quality teaching

Prioritise the development of teacher knowledge and pedagogical expertise, curriculum development, purposeful assessment and high-quality curriculum materials. Standardised assessment will be used where appropriate and this assessment information will be used to adapt teaching and identify learning gaps. The use of the local authority's Universally Available Provision (UAP) document will ensure inclusive practise in embedded throughout the Federation.

Professional development is sustained and based on the best available evidence. It should build staff knowledge, motivate and support staff to make changes, develop specific techniques, and help embed those techniques in everyday practice.

Support recruitment and retention by considering workload, staff support and access to effective professional development.

Use digital technology only where it addresses a clearly identified barrier and is informed by effective pedagogy. Consider whether technology improves teaching, assessment or learning for disadvantaged pupils, rather than adopting it for its own sake.

5.2 Targeted academic support

Use one-to-one and small-group tuition where appropriate to address specific learning gaps. Such support should be additional to, and explicitly linked with, normal lessons. Impact should be monitored at regular intervals.

Pupils can work in pairs or small groups with explicit learning goals in 'peer tutoring' opportunities alongside teacher-led assessment.

Targeted interventions will support language development, literacy, numeracy and other subject areas. Provision will be matched to individual needs, connected closely to classroom teaching, and will not restrict pupils' access to a broad and balanced curriculum. The impact of these targeted interventions will be monitored regularly.

For disadvantaged pupils with special educational needs and disabilities (SEND), we will maintain the highest expectations and prioritise excellent teaching. Strategies will include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and targeted technology. These strategies will be in line with pupils' assessed needs.

The Federation will ensure teaching assistants are deployed strategically. This will include ensuring they are prepared for their role and that their support complements, rather than replaces, high-quality provision from the class teacher. TAs will deliver well-chosen, evidence-informed, structured interventions where appropriate, the impact of which will be monitored regularly.

5.3 Wider strategies

The Federation will address non-academic barriers where diagnosis shows that they affect pupils' learning, including social and emotional needs, behaviour, attendance, access to enrichment, diet and family engagement. Wider strategies will have clear intended outcomes and their impact should be monitored.

Social and emotional learning and behaviour: the Federation will consider whole-class approaches as well as targeted support. We will explicitly teach relevant social and emotional skills where appropriate, and develop a consistent, evidence-informed approach to behaviour. The approach will be monitored to ensure that the chosen approach improves pupils' experience, engagement and learning.

Attendance: the Federation recognises the link between poor attendance and lower attainment. We will use attendance information to identify patterns and barriers, and sensitive, positive parental communication and targeted parental engagement where appropriate. These approaches will be reviewed to ensure actions improve attendance and pupils' access to learning. The Federation will continue to work with the local authority's Attendance Support Team to support pupil attendance.

Extracurricular and co-curricular activities: we will identify ways in which an increase in engagement will contribute to improved educational or personal outcomes, and remove avoidable barriers to participation.

Breakfast clubs and meal provision: we will ensure vulnerable groups have access to food or a breakfast club to ensure pupils are ready to learn, and to support behaviour and improve attendance.

Parents and carers: we will build constructive partnerships and communicate positively about learning. We will take account of family circumstances, accessibility and preferred ways of communicating.

6. Implementation and professional learning

Successful approaches depend on how they are implemented as well as on the approach selected. Before committing funding, leaders will consider whether the school has the time, staff expertise, leadership support, resources and capacity required to deliver the approach well.

- Explain the rationale and intended outcomes to the staff who will deliver the approach.
- Provide appropriate training, coaching, mentoring and opportunities to practise where needed.
- Make delivery expectations clear, including roles, frequency, duration, materials and links to classroom learning.
- Check whether the approach is being delivered as intended and gather feedback from staff and pupils.
- Allow sufficient time for approaches to become embedded, while acting promptly if monitoring shows that provision is not meeting pupils' needs.

7. Monitoring, evaluation and accountability

The Federation will evaluate both implementation and impact. Monitoring will combine quantitative information, such as attainment, progress, attendance, behaviour and participation, with qualitative evidence such as pupil voice, parent and carer feedback, staff observations, surveys and case studies. Information will be considered in context and, where useful, by year group and pupil group (including vulnerable groups).

Senior leaders will review whether provision is reaching the intended pupils, whether it is being delivered as planned, whether pupils are making progress towards the intended outcomes, and whether the approach represents effective use of funding. Where impact is limited, leaders will investigate why and adapt, improve or discontinue the provision as appropriate.

The Executive Headteacher will report to governors on progress and attainment, provision and its impact, and cost-effectiveness compared with alternative forms of support. Governors will scrutinise the strategy and its implementation, drawing on quantitative and qualitative evidence. The Federation will meet current DfE requirements for publishing its strategy, allocation, identified barriers, planned spending and rationale, evaluation of previous spending and the date of review. Reporting will respect data protection and confidentiality and will not identify individual children or small groups.

8. Roles and responsibilities

The Executive Headteacher and senior leadership team are responsible for implementing this policy, ensuring staff understand their responsibilities, and providing relevant professional development and support.

Teachers and support staff will maintain high expectations for all pupils; use assessment to adapt teaching; provide inclusive, high-quality lessons; identify and address learning gaps; use evidence-informed strategies; and contribute to monitoring and evaluation.

The governing body will ensure the policy and strategy are implemented, review progress and use of funding at least termly, and consider attainment and progress data alongside qualitative evidence when evaluating impact and cost-effectiveness.

Pupils and families will be invited to contribute their views where appropriate. The Federation will work with parents and carers sensitively, promote take-up of eligible funding without stigma, and recognise the important role families play in children's learning.

9. Review and dissemination

This policy has been developed with regard to the Federation's commitment to reducing inequalities, inclusion and the Equality Act 2010. It will be reviewed every two years, and sooner if statutory guidance or the Federation's needs change. The Pupil Premium strategy and relevant information will be published on the Federation's school websites in line with current requirements, with paper copies available on request.

10. Appeals

Any appeal or complaint about this policy will be handled through the Federation's published complaints procedure.