WHITE HOUSE SCHOOL

Pupil Premium Policy
Prepared by: The Central Team
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CONTENTS

INTRODUCTION
AIMS
LEGISLATIONS AND GUIDANCE
PURPOSE OF THE GRANT
USE OF THE GRANT
ELIGIBLE PUPILS
ROLES AND RESPONSIBILITIES
LINKS WITH OTHER POLICIES
APPROVAL & POLICY REVIEW
REVISION HISTORY

1. INTRODUCTION

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values. Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. 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 pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

3. LEGISLATIONS AND GUIDANCE

This policy is based on the pupil premium allocations and conditions of grant guidance 2026 to 2027 and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

4. PURPOSE OF THE GRANT

Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

Service pupil premium will not be combined with pupil premium funding, and spending of each premium will be accounted for separately.

5. USE OF THE GRANT

Pupil premium

The school will use pupil premium funding to address specific challenges disadvantaged pupils face, through:

- High-quality teaching
- Targeted academic support
- Wider strategies to help pupils to attend, belong and succeed

Pupil premium is not a personal budget for individual pupils. The school may spend the pupil premium grant to benefit:

- Eligible pupils registered at our school
- Pupils who meet the funding criteria and who are registered at other state-funded schools – e.g. when hosting summer schools which welcome pupils from other schools

Where appropriate, the school may also use pupil premium funding to:

- Support non-eligible pupils with other identified needs, such as those who:
    - Have or have had a social worker
    - Are carers
    - The school believes to be economically disadvantaged but who have not been identified as eligible for the pupil premium
- Deliver whole-class interventions which will also benefit non-disadvantaged pupils

At The White House School, decisions regarding Pupil Premium funding begin with a detailed understanding of the individual needs and barriers faced by our disadvantaged pupils. We use a range of evidence, including assessment and progress data, attendance and behaviour information, safeguarding and wellbeing information, pupil voice, staff observations and engagement with families. Within our specialist SEND context, we also consider barriers relating to communication, emotional regulation, engagement, independence and readiness to learn.

Our Pupil Premium strategy is aligned with the DfE's **menu of approaches** and considers provision across three key areas: **high-quality teaching, targeted academic support and wider strategies**. Funding is therefore directed towards approaches which respond to identified need and may include strengthening high-quality adaptive teaching, staff professional development, targeted literacy, numeracy and communication support, appropriate SEND interventions, support for social and emotional development, improving attendance, enrichment and wider opportunities, and working effectively with families.

Spending decisions are evidence-informed rather than based on assumptions about disadvantage. Leaders draw upon the **Education Endowment Foundation (EEF) Guide to the Pupil Premium**, EEF Teaching and Learning Toolkit and relevant EEF guidance reports, alongside DfE guidance and other appropriate research. This evidence is considered alongside our professional knowledge of individual pupils and our specialist school context to determine which approaches are most likely to have meaningful impact.

The effectiveness of Pupil Premium expenditure is monitored throughout the year through pupil progress, attendance, engagement, wellbeing and other identified outcomes. This enables leaders to evaluate impact, adapt provision where necessary and ensure funding continues to address the barriers that matter most for our pupils.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the template on GOV.UK. Our pupil premium strategy statement is available here: Policies | The White House

Service pupil premium
The service pupil premium will be spent in response to the specific needs of service children at the school – it will not be used to subsidise routine school activity.

At The White House School, decisions about the use of Service Pupil Premium (SPP) are based on the **individual needs and circumstances of each service child**. We recognise that the impact of service life will differ between pupils and may change over time, particularly during periods of parental deployment, separation, relocation or transition between schools. We therefore work closely with pupils, families and relevant professionals to identify any emerging pastoral, emotional, social or educational needs.

The school may use Service Pupil Premium to:

- Provide individualised **pastoral, wellbeing and therapeutic support** during periods of deployment, separation, transition or other challenging circumstances.
- Support pupils with **emotional regulation, resilience and managing change**, particularly where service life creates additional uncertainty or anxiety.
- Provide additional support when pupils **join or leave the school**, helping to minimise disruption caused by mobility and ensure effective transition and continuity of learning.
- Support communication and connection with a **deployed or absent parent**, where appropriate.
- Provide a trusted adult, nurture opportunities or targeted interventions to promote pupils' **sense of safety, belonging and emotional wellbeing**.
- Work closely with families to identify changes in circumstances and ensure support is responsive to the individual pupil.
- Provide targeted academic support where assessment identifies that mobility, deployment or other aspects of service life have affected a pupil's learning or progress.
- Support appropriate opportunities that help service pupils develop **resilience, relationships and a sense of community and belonging**.

The impact of support is monitored through ongoing communication with pupils and families, alongside consideration of wellbeing, engagement, attendance and educational progress. Provision is reviewed and adapted as individual circumstances and needs change.

6. ELIGIBLE PUPILS

The pupil premium is allocated to the school based on the number of eligible pupils in years 2 to 9.

Eligible pupils fall into the categories explained below

Pupils eligible for 'targeted' free school meals and 'ever 6'
From the 2026/27 academic year, all pupils in households that receive Universal Credit are eligible for free school meals (FSM) under the government's expanded FSM programme. As a result, there are now
2 categories of benefits-based FSM:

- Targeted: for pupils whose household income is less than £7,400 – the same income threshold as before the expansion
- Expanded: for pupils whose household income is £7,400 or more

Pupils who qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are not eligible for the pupil premium.

Pupils in reception, year 1 and year 2 who receive universal infant free school meals (UIFSM) and qualify for targeted FSM are eligible for the pupil premium; pupils who only qualify for expanded FSM are not eligible for the pupil premium (though we still encourage them to apply for benefits-based FSM).

We will recheck pupils' eligibility annually.

Ever 6 FSM cohort
Pupils are eligible for the pupil premium if they have been eligible for targeted FSM (or FSM before the 2026/27 academic year) at any point in the past 6 years – these pupils are known as being part of the 'ever 6 FSM cohort'.

Looked-after children
Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for more than 24 hours

Previously looked-after children
Pupils recorded in the most recent October census who:
- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

Service children
A pupil attracts the service pupil premium if they meet any of the following criteria:
- They have a parent serving in the regular armed forces (this includes pupils with a parent who is on full commitment as part of the full-time reserve service) and they have been registered as a 'service child' in the most recent October DfE school census
- They have a parent serving in the armed forces of another nation and is stationed in England, and they have been registered as a 'service child' in the most recent October DfE school census
- They have been registered as a 'service child' on any DfE school census at any point in the past 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- They are in receipt of a child pension from the Ministry of Defence because 1 of their parents died while serving in the armed forces

7. ROLES AND RESPONSIBILITIES

Headteacher and senior leadership team
The headteacher and senior leadership team are responsible for:

- Setting the school's ethos and values around supporting disadvantaged members of the school community
- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure 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-based approach and working with virtual school heads where appropriate
- Spending pupil premium in line with the conditions of grant for each financial year and the DfE's 'menu of approaches
- 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 and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the template on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing body is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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

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 attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

8. LINKS WITH OTHER POLICIES

This policy is linked to:

- Looked-after children and previously looked-after children policy
- Pupil mental health and wellbeing policy

9. APPROVAL & POLICY REVIEW

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online, hard copy in the school
Effective Date	July 2025
Next Review Date	July 2027

10. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026