



PUPIL PREMIUM POLICY

Aim

This policy aims to:

- **Provide background information** about the pupil premium grant so that 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

Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2021-2022), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

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 that they can reach their full potential.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are properly assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils in receipt of Pupil Premium funding will be socially disadvantaged and therefore an educational day visit to enhance learning for all will be provided for all children within each year group
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. This funding is allocated to support any pupil, or groups of pupils, that the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of Pupil Premium interventions at one time

- We believe that the correct and appropriate use of Pupil Premium funding will have a positive effect on the education of all of our children

How pupil premium funding is spent

Across the federation, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect.

The Governors, Senior Leadership Team (SLT) and all members of teaching staff monitor the attainment and progress of children very carefully. All children's attainment and progress is discussed at termly progress meetings and where additional support is deemed necessary, Pupil Premium is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being, however the school recognises the need to provide a varied and stimulating curriculum, and provides opportunities to all of our children using Pupil Premium.

Our teachers are accountable for pupils' attainment, progress and outcomes (Teacher Standards). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on termly tracking to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

Pupil Premium Spending (Provision):

Our Pupil Premium funding is used to provide a range of additional support for our children and these interventions, along with quality first teaching, have started to have a positive impact on children's attainment and self-belief.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the school's aims is to ensure that ALL groups of pupils make good progress in order to reach age related expectations as they move through the school.

Examples of some of the provision that Governors will consider include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress through a smaller adult to pupil ratio
- Providing small group work with a well-qualified teaching assistant focussed on overcoming gaps in learning
- 1-1 support and after school tuition
- Employ a FLO
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Educational day visits at no cost to parents/carers
- Instrument tuition and loan at no cost to parents/carers
- Subsidised or free Breakfast Club
- Additional lunchtime support throughout the school
- School minibus, to assist with transport difficulties
- Speech and Language teaching assistant
- Additional support to develop children's SEMH
- CDP to improve quality first teaching
- Investment in resources
- Extra-curricular clubs at lunchtime and afterschool

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

- All of our work through the Pupil Premium will be aimed at accelerating progress; moving children to at least age related expectations. Initially this will be in Spoken Language, English and Maths
- Pupil Premium resources may also be used to target able children in receipt of funding to exceed age related expectations

How will the school measure the impact of the Pupil Premium?

To monitor progress and attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

The school will review the impact of actions taken and will plan for how the funding will be specifically allocated. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception to year 6.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

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

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post-looked after children

Pupils recorded in the most recent October 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.

Ever 6 service children

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

Roles and responsibilities

Executive Headteacher and Senior Leadership Team

The Executive headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that 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
- 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 the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the SLT to account for the implementation of this policy
- Ensuring 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 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

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 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.

Monitoring arrangements

This policy will be reviewed every 3 years by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____