



## Pupil Premium Policy

**Date reviewed and approved by Governing Body:** February 2021

**Review period:** 1 year or earlier if requested by Head Teacher

**Next review due:** December 2022

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### Contents

1. Aims .....	1
2. Legislation and guidance .....	1
3. Purpose of the grant.....	2
4. Use of the grant .....	2
5. Eligible children .....	3
6. Roles and responsibilities .....	4
7. Monitoring arrangements .....	5
8. Links with other policies .....	5

### 1. Aims

1.1. This policy aims to:

- 1.1.1. Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which children are eligible
- 1.1.2. Set out how the school will make decisions on pupil premium spending
- 1.1.3. Summarise the roles and responsibilities of those involved in managing the pupil premium in school

### 2. Legislation and guidance

2.1. This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), 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](#).

- 2.2. In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

### 3. Purpose of the grant

- 3.1. Pupil Premium represents additional funding that the government gives to schools for each pupil considered to be disadvantaged.
- 3.2. Poverty or low income is the single most important factor in predicting a child's future life chances, with many children in low income families having low attainment by age 16. The Government believes that the Pupil Premium is the best way to address these underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the children who need it most.
- 3.3. The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged children and support children with parents in the armed forces.
- 3.4. The school will use the grant to support these groups, which comprise children with a range of different abilities, to narrow any achievement gaps between them and their peers.
- 3.5. We also recognise that not all children eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve children's progress and attainment so that they can reach their full potential.

### 4. Use of the grant

- 4.1. We have two members of staff who are our Pupil Premium champions. They are Mrs Becky Webb and Mrs Suzanne Else. In consultation with the Central Leadership Team, a Pupil Premium Development Plan for the forthcoming year is written. This plan will guide the strategy for supporting these children. Governors will use this detailed plan to monitor its effectiveness offering challenge and support.
- 4.2. The Development Plan links specifically to the main School Development Plan (Objective One – developing Leadership across the school) It also links directly to Objective Two and aims to embed and ensure Impact of curriculum on outcomes for PP children, reversing Ofsted's findings (February 2020) that "too many children have gaps in their learning because of weaker planning in the past" .
- 4.3. Our Pupil Premium Champions will receive appropriate training to ensure they are following the latest evidence to inform their decisions on Pupil Premium Spending, for example by attending Pupil premium conferences and using evidence based research and resources from the Education Endowment Foundation and learning what works best for the children in our school.
- 4.4. Dedicated Leadership time is given to this role and as part of this, parents' and children's views will also be sought.
- 4.5. A range of interventions are used to support our children based upon their individual needs. These include but are not limited to:
  - 4.5.1. Providing extra one-to-one or small-group support
  - 4.5.2. Employing extra teaching assistants
  - 4.5.3. Running catch-up sessions after school

- 4.5.4. Funding educational trips and visits
- 4.5.5. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particular positive effect on children eligible for the Pupil Premium.” EEF Pupil Premium Guidance.
- 4.6. The School is continuously assessing the curriculum on offer and how to improve our pedagogy in order to achieve the best possible outcomes. Our School Development Plan (Objective 2) states “Disadvantaged children’s learning needs are addressed, allowing them to access the curriculum and develop retrieval skills within an inclusive setting. There are no glass ceilings whatever a child’s ability.” We will use some of the PP grant to ensure the correct training needs are addressed, for our Pupil Premium champions and also for the teachers themselves.
- 4.7. 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.

## 5. Eligible children

5.1. The pupil premium is allocated to the school based on the number of eligible children in EYFS – Year 6.

5.2. Eligible children fall into the categories explained below.

### 5.3. Ever 6 free school meals

5.3.1. Children recorded in the most recent January 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).

5.3.2. This includes children first known to be eligible for free school meals in the most recent January census.

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

### 5.4. Looked after children

5.4.1. Children who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### 5.5. Post-looked after children

5.5.1. Children recorded in the most recent January census and alternative provision 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.

### 5.6. Ever 6 service children

5.6.1. With a parent serving in the regular armed forces

5.6.2. 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

- 5.6.3. 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 Central leadership team**

- 6.1.1. The headteacher and central leadership team are responsible for:
- 6.1.2. Keeping this policy up to date, and ensuring that it is implemented across the school
- 6.1.3. Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged children and supporting children with parents in the armed forces
- 6.1.4. Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- 6.1.5. Monitoring the attainment and progress of children eligible for the pupil premium to assess the impact of the school's use of the funding
- 6.1.6. Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- 6.1.7. Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- 6.1.8. Providing relevant training for staff, as necessary, on supporting disadvantaged children and raising attainment

### **6.2. Governors**

- 6.2.1. The Governing body is responsible for
- 6.2.2. Understanding what the Pupil Premium grant is, who it is for and what schools are expected to achieve
- 6.2.3. Championing disadvantaged children on the Governing Body during committee meetings and Governor Monitoring visits in order to ensure this remains a priority in all aspects of decision making
- 6.2.4. Knowing the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- 6.2.5. Holding the headteacher to account for the implementation of this policy
- 6.2.6. Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- 6.2.7. Monitoring whether the school is ensuring value for money in its use of the pupil premium
- 6.2.8. Challenging the headteacher to use the pupil premium in the most effective way
- 6.2.9. Setting the school's ethos and values around supporting disadvantaged members of the school community

### **6.3. Other school staff**

- 6.3.1. All school staff are responsible for:

- 6.3.2. Implementing this policy on a day-to-day basis
- 6.3.3. Setting high expectations for all children, including those eligible for the pupil premium
- 6.3.4. Identifying children whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- 6.3.5. Sharing insights into effective practice with other school staff

#### **6.4. Virtual school heads**

- 6.4.1. 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:
  - 6.4.2. Identifying the eligible looked after children and informing the local authority
  - 6.4.3. Making sure methods for allocating and spending ensure that looked after children benefit without delay
  - 6.4.4. 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
  - 6.4.5. Demonstrating how pupil premium funding is raising the achievement of looked after children
  - 6.4.6. Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

### **7. Monitoring arrangements**

- 7.1. This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

### **8. Links with other policies**

- 8.1. This policy is linked to :
- 8.2. SEN Information Report and Policy
- 8.3. Equality and Diversity Policy