

# Pupil Premium Policy



2020/21

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### 1. Aims

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

### 2. Legislation and guidance

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

### 3. 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.

### 4. Use of the grant

When making decisions about using the funding for Pupil Premium pupils, due consideration is taken to the following:

- The context of the school and the main challenges or barriers faced by pupils, including attendance, punctuality, parental engagement, behavioural issues and complex family situations which may impact teaching and learning and pupils' well-being.

- Evidence, which informs decisions on pupil premium spending, by using evidence-based research and resources from, for example, the Education Endowment Foundation.
- The wide range of needs of pupil premium pupils, taking group and individual needs into account.
- Parental engagement, which ensures their views on the needs of their child are taken into account.
- Provision, through the funding, will not only be based on catch-up interventions but also those which raise aspirations, remove barriers, stretch the more able and provide enrichment activities.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing and deploying teaching assistants and learning support assistants
- Supporting families with improving pupils' attendance and punctuality
- Investing in quality training for staff
- Emotional and behavioural support provided by the Educational Psychologist and the Play Therapist
- Speech and Language intervention and support
- Monitoring and analysis of the impact of interventions through provision mapping and data analysis
- Access to musical instrument tuition.
- Subsidy of the Year 6 residential trip to provide enrichment opportunities and engagement with the curriculum.
- Easter Holiday Booster intervention for Year 6
- Funding educational trips and visits

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. Our pupil premium strategy is based on a tiered approach which targets spending on 1) professional development of staff to improve the quality of teaching and learning, 2) academic support for groups or individual pupils, 3) wider approaches including improving attendance and well-being and raising aspirations.

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Early Years, Key Stage 1 and Key Stage 2.

Eligible pupils fall into the categories explained below.

### 5.1 Ever 6 free school meals

Pupils 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).

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

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

Funding is £1,345 per pupil.

### 5.2 Looked after children

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

### **5.3 Post-looked after children**

Pupils 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.

Funding is £2,345 per pupil.

### **5.4 Ever 6 service children**

Pupils:

- 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 January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Funding is £310 per pupil.

## **6. Roles and responsibilities**

### **6.1 Headteacher and senior leadership team**

The 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
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding through, pupil progress meeting, data analysis and pupil premium provision mapping.
- 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

### **6.2 Governors**

The governing board is responsible for:

- Holding the headteacher 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, through the Resources Committee and the Link Governor for 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
- Ensuring the pupil premium is a standing item in the Head Teacher's report and at full governing body meetings.

### **6.3 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

## **7. Monitoring arrangements**

This policy will be reviewed every two years. At every review, the policy will be shared with the governing board.