



# **Pupil Premium Policy**

September 2019

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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

Our key objective in using the Pupil Premium Grant is to both narrow the gap between pupil groups and to ensure pupils make as much progress as possible. As a school we have an excellent track record of ensuring that pupils make good progress and, historically, levels of attainment are broadly the same for FSM (eligible for free school meals) and other pupils. Nationally the trend is for the attainment of FSM pupils to be lower. Through targeted interventions we are working to eliminate barriers to learning and progress.

In order to make sure the Pupil Premium is spent appropriately, the school will:

- Identify pupils for whom the funding has been received
- Using evidence from attainment and from discussion with the family, identify the needs of these children in order to improve their attainment in line with what is

expected for their age

(Note that needs may cover more than classroom support for accessing the curriculum, such as providing access to computers for completing homework for those who do not have a computer at home, paying some or all of the costs for off-site school visits, or funding appropriate out of school provision)

- Identify ways of supporting these needs, such as catch-up sessions, one-to-one provision, small group support, funding for off-site visits

- Allocate funding from the Pupil Premium to those types of support that the school considers will be most effective in raising attainment of these pupils

- Use evidence from monitoring and attainment data to evaluate the impact of interventions and other support to inform future discussions on how to spend the Pupil Premium most effectively for pupils who attract this funding

The Governing Body will monitor the spending of the Pupil Premium and the attainment of identified children to make sure that spending is effectively targeted in

line with statutory requirements.

We will publish our strategy on the school's use of the pupil premium on the school website every three years, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy and how the school uses the pupil premium is available on the school website.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

## **5. 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.

### **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.

### **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.

### **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
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## **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 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

### **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
- 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

### **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 as part of our whole school policy review programme and ratified by the Governing Body.

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

This policy is linked to:

Equality and diversity policy

SEND and inclusion policy