




Pupil Premium Policy

Policy Originator	Use the Key
Governor Responsible	Governor responsible for Pupil Premium
Status	Statutory
Last reviewed	Autumn 2023
Ratified on	28.09.2023
Review period	Annually
Signed Governor responsible for Pupil Premium	

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique and is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Systems, procedures and practice

Under the strategic leadership of the headteacher (HT), the operational management of the school's policy for pupil premium is led by the deputy headteacher and pupil premium team (PPT). Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Pastoral Manager
- Lead Practitioner – Senior Leader
- School Business Manager
- School Office Manager (Attendance)

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Lead Practitioner

- Provide annual pupil premium progress reports for HT and governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

School Business Manager

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding via the school website and reports to governors

School Office Manager (Attendance)

- Work with designated staff to monitor attendance and evaluate against set targets on Pupil Premium Plan.

Class Teachers (See Appendix A)

- Identify pupils in each class and identify needs.
- Work with senior leaders to plan, implement and monitor the impact of the agreed whole class provision for children in receipt of pupil premium
- Work with senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Pastoral Manager

- Maintain a record of and impact of mentoring, and provide feedback to the class teacher
- Work with the admin assistant and headteacher to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

National System Leader

The Lead Practitioner is a designated system leader for pupil premium and will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors.

Governors

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.]

Eligible pupils

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

Eligible pupils fall into the categories explained below.

5.1 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.

5.2 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.

5.3 Post-looked after children

Mainstream and special schools insert: 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.

5.4 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

Use of the Grant

We use the grant in line with the updated DfE [guidance](#) from 23rd July 2021.

- *"There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis."*
- *"Some of the most effective spending will be on whole school strategies, including **improving the quality of teaching**, which have the potential to impact positively on all pupils."*

When making decision we are informed by research evidence including the [guide published by the Education Endowment Foundation \(EEF\)](#)

Key principles:

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending.

Culture

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop a 'growth' mind set towards learning

Analysing data

We will ensure that:

- All staff are fully aware of strengths and weaknesses across the school.
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

Increasing Learning Time

We will maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention

Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables and whole school teaching programs e.g. Talk for Writing.
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Tailoring interventions to the needs of the child. Interventions currently in place include:
 - Phonics (KS1)
 - 1st Class Number (KS1 and KS2 Maths)
 - Talk Boost (EYFS / KS1 Speech and Language)
 - Inference Training (KS2 Reading)
 - EAL Intervention (KS2 Reading, Writing or Maths)

- Happy to be Me (KS1 and KS2 Social and Emotional)
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Recognising and building on children's strengths to further boost confidence

Pupil Premium Plan and Annual Reporting

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement.

We publish our 3 year strategy on the school's use of the pupil premium and light touch annual reviews each academic year on the school website.