




# Pupil Premium Policy

Policy Originator	Use the Key
Governor Responsible	Governor responsible for Pupil Premium
Status	Statutory
Last reviewed	Summer 2024
Ratified on	08.05.2024
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 Teaching & Learning Policy), supported by use of additional, delegated funding.

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**

- Head Teacher
  - The strategic leadership and operational management of the School's Pupil Premium Policy.
  - Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium, including developing a Pupil Premium Strategy every 3 years
  - Ensuring appropriate allocation and use of funding
  - Provide annual pupil premium progress reports for governors

The following staff members support the headteacher with the operational management of this policy:

- Lead Practitioner and Deputy Head Teacher / SENCo –
  - Responsible for the attainment and progress of children receiving Pupil Premium funding.
  - Providing individual guidance and support for staff to ensure most effective impact of funding
- Pastoral Manager
  - Responsible for allocation of children receiving Pupil Premium funding to after school clubs.
  - Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum.
  - Liaise with external partners and agencies, where appropriate.
  - Ensure that the allocated members of the Pastoral Team maintain records of and impact of mentoring, and provide feedback to the class teacher.
- School Office Manager – Responsible for monitoring of attendance.

- SENCo, Pastoral Manager and Black Community Lead – Responsible for supporting identified families with improving their child’s attendance.
- School Business Manager – Responsible for allocating funding for After School Provision.
- Class Teachers
  - Know which pupils in their class receive Pupil Premium funding and their needs.
  - Where appropriate, work with senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for Pupil Premium Funding.
  - 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.

### **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 headteacher to evaluate the impact of Pupil Premium funding.

### **Eligible Pupils**

The Pupil Premium grant is allocated to local authorities, who must distribute it to each school they maintain based on the number of pupils in year groups reception to year 11, who are:

- Recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6)
- Previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales

The Pupil Premium grant is also allocated to local authorities based on the number of

- Looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. It is for the local authority to decide how much of this funding to pass on to the child’s school. If LAC PP funding is retained by the local authority it must still be spent to improve the attainment of eligible pupils and in accordance with the menu of approaches (see section 2 below for further detail)
- The portion of PP grant funding for LAC and PLAC pupils is often referred to as ‘pupil premium plus’ (PP+).

Local authorities also receive PP grant for any pupils eligible for Pupil Premium in any independent setting where the authority pays full tuition fees. As with LAC PP, it is for the local authority to decide how much of this funding to pass on to the child’s school.

## Use of the Grant

We use the grant in line with the updated DfE [guidance](#) from 27<sup>th</sup> March 2024. "The grant can be spent:

- For the benefit of eligible pupils registered at the school who meet the funding criteria
- For the benefit of pupils who meet the funding criteria and are registered at other state funded schools - for example, when hosting summer schools which welcome pupils from other schools
- On community services whose provision furthers the benefit of eligible pupils at the school - for example, where virtual school heads (responsible for LAC PP grant) deem it beneficial to do so, such as art therapy outside of the classroom, or training of local authority staff to raise awareness of LAC

Schools do not have to spend Pupil Premium so that it solely benefits pupils who meet the funding criteria. PP can be used to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils."

## Developing an Effective Strategy

To ensure the most effective use of Pupil Premium funding we employ the '5 step' approach as set out in "Using pupil premium: guidance for school leaders: February 2024".

### 1. Identifying the challenges faced by the school's disadvantaged pupils

We use a wide range of data from internal and external assessments to monitor and track academic progress. We also analyse data based on non-academic challenges that children are facing which negatively affect their education and readiness to engage with education, for example:

- Attendance and levels of persistent and severe absence
- Behaviour incidences and exclusions data
- Wellbeing, mental health and safeguarding concerns

### 2. Using evidence

When making decisions about how to use Pupil Premium funding, we are informed by research evidence including the [guide published by the Education Endowment Foundation \(EEF\) and follow the EEF 3-tiered menu of approaches.](#)

3 tiers	Approaches that you could implement
High-quality teaching	<ul style="list-style-type: none"><li>• Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</li><li>• Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</li><li>• Mentoring and coaching for teachers</li><li>• Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)</li><li>• Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment</li></ul>
Targeted academic support	<ul style="list-style-type: none"><li>• One to one and small group tuition Peer tutoring</li><li>• Targeted interventions to support language development, literacy and numeracy</li></ul>

	<ul style="list-style-type: none"> <li>• Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</li> <li>• Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</li> <li>• Extended school time, including for summer schools</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Supporting pupils' social, emotional and behavioural needs</li> <li>• Supporting attendance</li> <li>• Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</li> <li>• Breakfast clubs and meal provision</li> <li>• Communicating with and supporting parents</li> </ul>

### 3. Developing an effective strategy

In line with DfE guidance we develop a 3-Year Pupil Premium Strategy with the priority given to approaches which support and promote high-quality teaching. The current strategy can be found on the school's website.

### 4. Delivering and monitoring the strategy

- When developing the strategy, we also give due consideration to which children will be chosen, when and in what group size the planned activity will take place, and how it is integrated into the School's curriculum.
- Key data which will be monitored to assess the impact of the intervention is also identified prior to the intervention starting.
- Due consideration is also given to how staff will promote the principles and ethos of our strategy ensuring that its impact is maximised.

### 5. Evaluating and sustaining the strategy

When evaluating our strategy, we:

- Measure success based on outcomes for disadvantaged pupils
- Implement a robust and transparent evaluation framework and report outcomes against this
- Ensure that evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective the next

### **Annual Reporting**

We conduct annual reviews to ensure that the planned spending is having the required impact. Where there is no discernible impact, the School reserves the right to adapt the plan accordingly.