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### **1. Aims**

This policy aims to:

- Provide background information about the Pupil Premium Grant (PPG) so that all members of the school community understand its purpose and which children 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 (2020-21), 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 children and support children with parents in the armed forces.

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.

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.

We will publish our Pupil Premium Strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online.

## **4. Use of the grant**

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of children registered at the school.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of children at the school or their families, or people who live or work in the locality in which the school is situated.

We may use the following interventions and support

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding English classes for children who speak another language
- Supporting the purchases of school uniform and sports kit

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for children to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements.
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing children's understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to children's interests and makes success matter to them.

- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for children who are below age-related expectations
- Targeting children who require additional help to reach age-related expectations

## **5. Eligible children**

The pupil premium is allocated to the school based on the number of eligible children in Reception through to Year Six.

Eligible children fall into the categories explained below.

### **Ever 6 free school meals**

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). This includes children first known to be eligible for free school meals in the most recent January census. It does not include children who received universal infant free school meals but would not have otherwise received free lunches.

### **Looked after children**

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

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

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.

### **Ever 6 service children**

Children:

- 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

For the academic year 2022-23, grant allocations are as follows:

Disadvantaged children	PPG amount per pupil
Children in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,385
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,410
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,410
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£320

## 6. Roles and responsibilities

### 6.1 Headteacher and Pupil Premium Manager 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 children and supporting children 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 children eligible for the pupil premium to assess the impact of the school's use of the funding
- Regularly reporting on the impact of pupil premium spending to the governing board
- 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 children and raising attainment so that over time the differences are diminished between vulnerable/disadvantaged pupils and their non-vulnerable/disadvantaged peers.

### 6.2 Governing body 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 children 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 are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all children, including those eligible for the pupil premium
- 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

## 6.4 Virtual school head:

The virtual school head is 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:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- 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
- Demonstrating how pupil premium funding is raising the achievement of looked after children.

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

This policy will be reviewed annually by the Headteacher, Inclusion Manager and Quality of Education Committee.

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The following proforma will be used to review the Pupil Premium Grant Spending.

Funding information	
Academic year	
Total number of children on roll	
Total number of children eligible for PPG	
Amount of PPG received per pupil	
Number of children eligible for LAC and PLAC premium	
Total LAC and PLAC premium received	
Recovery premium funding allocation this academic year	
Number of children eligible for service premium	
Total service premium received	
Total PPG received	
Summary of PPG spending in academic year	
Objectives Summary	
Summary of spending and actions taken	
Outcomes	

Next review June 2023

Ratified by the Finance Committee on \_\_\_\_\_

Signed:   
Headteacher

Pupil Premium Link Governor 