



Valuing Learning, Learning to Value'

Pupil Premium Policy

Policy Status

Recommended

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.
- To set out how the school will make decisions on Pupil Premium spending and to outline the outcomes we expect so that these can be monitored and evaluated.

Introduction:

The Pupil Premium was introduced in April 2011 and paid by means of a specific grant based on school Census figures for pupils.

The Pupil Premium for 2020 to 2021 will include pupils recorded in the January 2020 school Census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.

The Pupil Premium for 2020 to 2021 will include pupils recorded in the January 2020 school 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 (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school Census who was eligible for the service child premium since the January 2015 Census as well as those recorded as a service child for the first time on the January 2020 school Census.

Legislation and guidance:

This policy is based on the Pupil Premium grant guidance (2020-2021) <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021> published by the Education and Skills Funding Agency.

In addition, this policy refers to the DfE's information on <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Use of the grant:

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Therefore, it may be the case that not all children on the Pupil Premium register will be in receipt of Pupil Premium interventions at any one time.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Promote an inclusive and collaborative ethos which enables all pupils to thrive.
- Use the latest evidence based research on proven strategies which work to narrow the gap.
- Encourage take up of Free School Meals (FSM) by working proactively with our parents and carers in a sensitive and supportive manner and by removing any potential barriers or stigma attached to claiming FSM.
- Maintain the highest expectations of all pupils and not equate disadvantages of circumstances with 'low ability.'
- Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium, by the school and governing body.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our children who need additional support in a time limited way.
- Use Pupil Premium for all Year groups, not just those taking tests at the end of the year.
- Provide targeted support to improve attendance, punctuality, behaviour or links with families where these are considered barriers to a pupil's learning.
- Ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

We appreciate that, although the focus of the Pupil Premium grant is to close attainment gaps for the disadvantaged, the grant will also be allocated to support the emotional well-being of pupils and the extension of more able recipients. This may include financial support for school visits, school uniform, resources and opportunities for pupils to develop talents in areas such as music and art.

Strategies:

- Pupil Premium will be clearly identifiable within the budget.
- The Headteacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils, responding to published research where appropriate.

- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by Pupil Premium and the Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish our strategy on the school's use of Pupil Premium in each academic year on the school website, in line with the DfE's requirements.
- Where other support mechanisms are withdrawn we will seek to address this through the Pupil Premium funding where appropriate (e.g. counselling)
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of entitled children.
- We will monitor, evaluate and review the impact of the Pupil Premium funding.

Outcomes:

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. Children will have access to an increased range of opportunities that will raise motivation and self-esteem. Schools entitled to this funding will use it to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

Quality First Teaching.

- Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored by the class teachers and the school SENDCo and interventions put in place.
- If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by the teaching staff and school SENDCo to gauge their level of learning and possible learning difficulties.
- The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- The headteacher, SLT and the school SENDCo, when appropriate, will be consulted as needed for support and advice and may wish to observe where necessary.
- Parents will be informed of every stage of their child's development and are encouraged to share information and knowledge with the school.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.

Links with other policies

Admission Arrangements
Assessment
Attendance
Anti-Bullying and Hate
Behaviour, Rewards and Sanctions
Charging and Remissions
Child Protection / Safeguarding
Complaints
Confidentiality
Data Protection
Disability & Equality
Early Years Foundation Stage
Educational Visits
Equal Opportunities
Exclusions
Finance
Homework
Looked after Children (Now - Child in Care)
Marking
Monitoring
Reading
Special Educational Needs and Disabilities
Supporting Pupils with Medical Conditions

Policy review

Written by: **Mrs K Burke and A.Castle (SEND & PP Governor)**

Agreed by Governors: **March 2021** Review date: **March 2022**