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

Pupil Premium: The key priorities:

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the breaking down of barriers that some pupils from disadvantaged backgrounds may experience e.g. poor language development; lack of opportunity to access extra-curricular activities. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to national averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- Support all pupils in becoming aspirational, confident and successful learners

Some examples of how the school may use the grant include, but are not limited to:

- **Teaching and Learning** - Intervention teaching, to raise standards and break down barriers to learning.
- **Mentoring and Wellbeing Support** - One to one and groups mentoring to support pupils with emotional/family issues, where necessary pupils will be supported by a key member of staff (Family Support Worker or Parent Ambassador).
- **Support for Learning and Inclusion** – TAs to provide 1-1 learning support and intervention; attendance rewards to help motivate learners to attend regularly; CSAWs attendance support and Thrive (wellbeing programme).
- **Leadership and Management** – clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes: vigorous tracking and monitoring to ensure pupils who are not reaching their full potential at either level have been identified and appropriate intervention and support in place; reviewing the impact of all provisions and interventions; planning targeted intervention groups.
- **Intervention Support Groups** - a programme of intervention support groups - teaching assistants all year groups every morning, for: pupils not making the expected progress in English and Maths; pupils with social communication barriers; pupils with very low reading ages.
- **Enrichment activities** – a wide range of extra-curricular activities on offer to engage pupils during lunch time and after school. This includes sports clubs, academic clubs, Art club, Cooking club, Gardening club, Health for Life club and many more. It also enables the school to support families to attend day trips and residential, that would otherwise be unable to take part.

We will publish our strategy on the school’s use of the pupil premium in each academic year on the school website, in line the DfE’s requirements on what maintained schools must publish online.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery, Reception, Yr 1 and Yr 2.

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

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

6.4 Virtual school heads
Virtual school heads are 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 the 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 bi-annually by the Inclusion Leader. At every review, the policy will be shared with the governing board.

Policy reviewed by Governors Oct 2018
Next review due Oct 2020

Signed..................................Chair of Governors  Dated..................................

Signed..................................Head Teacher  Dated..................................