



Pupil Premium Grant 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 Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the Pupil Premium Grant (PPG) payable to local authorities for the financial year beginning 1 April 2022.

PPG funding is allocated to local authorities for two separate policies:

1.1 - Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

PPG 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, or have been recorded as eligible at any point in the last 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF).

Previously looked-after children (PLAC): pupils 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).

PPG 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 one who is in the care of, or provided with accommodation by an English local authority.

Local authorities receive PPG for any pupils eligible for pupil premium in independent special schools where the authority pays full tuition fees.

In the case of funding based on LAC and eligible pupils in independent special schools, it is for the local authority to decide how much of that PPG funding to pass on to the child's school.

The portion of PPG funding for LAC and PLAC pupils is referred to as 'pupil premium plus' (PP+).

1.2 - Providing support for children and young people with parents in the regular armed forces

This portion of PPG is referred to as service pupil premium (SPP). Funding is allocated to local authorities to distribute to each school they maintain, based on the number of pupils who meet the eligibility criteria - see [service pupil premium](#) guidance for further details.

Legislation and guidance:

This policy is based on the Pupil Premium Grant guidance (2022-2023) [Pupil premium 2022 to 2023: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#) 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:

Schools must use PPG funding for the purpose of raising the educational attainment of PLAC, LAC and pupils who are eligible for FSM Ever 6.

In line with the 3-tiered approach in EEF's pupil premium guide, activities must be those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support, such as tutoring.
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

To support schools to use PPG in line with the 3 tiers outlined above, DfE have published a 'menu of approaches', which has been informed by evidence of effective practice. Schools must use their PPG in line with this menu from the start of the 2022 to 2023 academic year. Schools are not required to allocate PPG to every approach on the menu, but any activity funded by PPG must fall under one of the approaches listed.

When diagnosing the targeted academic support needs of their disadvantaged pupils, schools should ensure they consider which pupils will benefit from tutoring, including through the National Tutoring Programme (NTP).

The menu of approaches is in the using pupil premium guidance.

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 Executive 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 Executive 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.

(All schools must use the template available on the using pupil premium guidance page on GOV.UK to publish their 2022 to 2023 statement by the end of December 2022).

- 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.
- We will demonstrate how the activity to fund has been informed by research evidence, making reference to a range of sources, such as that published by the Education Endowment Foundation (EEF).

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 / FSW 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 Executive Headteacher, SLT and the school SENDCo / Inclusion leader 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

Marking

Monitoring

Reading

Special Educational Needs and Disabilities

Supporting Pupils with Medical Conditions

Policy review

Written by: **Mrs K Burke, Staff and PP Governor**

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