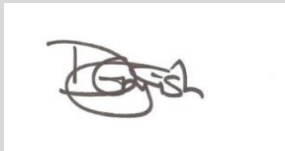
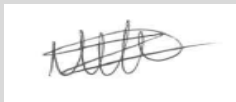


Pupil premium policy



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Signed: (Chair of Governors)  (Headteacher) 		
The Pupil Premium Policy is a statutory policy and is reviewed annually		

Contents

1. Aims	2
2. Legislation and guidance	2
3. Purpose of the grant	2
4. Use of the grant	3
5. Eligible pupils	4
6. Roles and responsibilities	5
7. Monitoring and Evaluation arrangements	6
8. Links with other policies	7

1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so 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

Mission statement

At Cippenham Nursery School, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

The strategic use of pupil premium allows the school to improve outcomes for all socio-economically disadvantaged children so they can thrive and flourish.

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). 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](#).

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.

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 they can reach their full potential.

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government for Nursery children in April 2015 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, is allocated to schools for each pupil registered for FSM. At Cippenham Nursery School we refer to these children as Pupil Premium (PP)

The funding is 62p per hour per eligible pupil premium child and 73p for deprivation. This is paid termly in arrears.

Schools also receive funding for children who have been looked after continuously for more than six months.

As with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- Comparison of the performance of disadvantaged pupils compared with their peers.
- The Ofsted inspection framework, under which inspectors focus on the progress of disadvantaged learners.
- The annual reports for parents that schools are required to publish online
- The annual report for governors
- The annual pupil premium strategy statement

The report will show the school's pupil premium allocation in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated.

4. Use of the grant

- The schools spending strategy is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE says your activities must be those that:

- Support the quality of teaching through professional development and support for ECT
- Provide targeted academic support, through small group interventions to support communication and language, self-regulation, wellbeing and concentration.
- Tackle non-academic barriers to academic success, such as attendance, behaviour, parental support and social and emotional support provided by the nursery's Family support worker

Our use of the pupil premium and activities align with the DfE's 'menu of approaches' which is met by:

- Considering the context of the school and the main challenges or barriers disadvantaged and vulnerable children face i.e., Behaviour, attendance, low socio-economic status
- Using evidence, such as learning from what works in your school, to inform your decisions on pupil premium spending
- Addressing a wide range of needs, and take group and individual needs into account
- Engaging with parents/carers to take their views on their child's needs into account
- We make sure the school uses its pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for pupils, based on evidence)
- Integrate pupil premium interventions into the curriculum
- Make sure all staff promote the principles and ethos of the pupil premium strategy

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

- Providing extra 1-to-1 or small-group support for SALT

- Employing extra teaching assistants
- Teaching Yoga sessions
- Funding educational visitors to nursery
- Funding EAL interventions for children who speak another language
- Funding breakfast, lunch club or additional hours
- Home learning workshops
- Procuring private therapists for SALT

Principles

- Expectations are high for all pupil groups and individuals. We do not necessarily equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We compare the progress of Pupil Premium children with other cohorts.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- We review each year to decide how to spend the money. The children's interests and learning-styles, are taken into account to gain the most impact on progress from starting points and achievement.
- In providing support we will not socially isolate pupils. Therefore, during free-flow activities, non-PP learners will be included if they have similar needs or show an interest in the activity.
- The school makes a determined effort to identify and monitor our pupil premium pupils which is evidenced through the work of the EYPP support teachers' planning and our progress tracking documents.
- Pupil premium pupils are prioritised for spaces in funded out of school provision, e.g., Breakfast/lunch club.
- Work with parents to understand the importance of regular attendance and home learning
- We adopt a solution-based approach to overcome barriers to attendance and learning

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October 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 October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October census who:

- › Were looked after by a local authority or other state care immediately before being adopted, or
- › Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- › 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 October census
- › In receipt of a child pension from the Ministry of Defence because 1 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 it is implemented across the school
- › Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- › 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 All 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
- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant. Each key-worker is provided with additional data after the Autumn census.
- All staff will give the children positive reinforcement to raise self-esteem. Key workers will agree interventions to work towards raising Well-being & Involvement, which we have seen to have an impact on raising children's achievements.
- Key-workers hold consultations, when children's 'Planning in the moment' focus weeks are shared with parents. They suggest the ways children can be supported at home and encourage parental involvement.
- Before a child's Focus Week, Key Workers send a letter to parents/carers, inviting them to share information and photos of their child. They will value insight shared by parents enabling them to tailor provision for individual children.

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 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 and Evaluation arrangements

This policy will be reviewed annually by the Headteacher and Finance committee of the FGB. At every review, the policy will be shared with the governing board.

The implementation of the pupil premium strategy will be monitored and evaluated against the intended outcomes in the strategy statement and the following success criteria.

- The school will have an effective strategy for supporting disadvantaged pupils and there will be strong commitment to this strategy by all stakeholders.

- Resources will have been purchased and appointments made so that actions to support pupils receiving pupil premium funding are being implemented.
- As a result of an effective staff development and training programme the skills and expertise of all staff are being enhanced.
- On -entry and exit levels of Well Being & Involvement are recorded. These levels are also recorded and monitored through observations using the Tapestry App. Interventions are put in place and reviewed regularly.
- Staff engage in pupil progress meetings termly to ensure children continue to make progress and discuss interventions.
- Evaluation through scrutiny of pupils' observations and learning show that there is a faster increase of progress from starting points.
- The EYFS tracker is used to collate data on attainment at 3 points in the year
- Discussions with pupils, following their own interests during free-flow and termly child discussion sheets, can provide evidence through the child's voice, of increased confidence, greater involvement in learning and better understanding of how to achieve their own goals.

8. Links with other policies

This policy is linked to:

Equality Policy

SEND Policy