

Pupil premium policy



St Andrew's Primary School



Approved by: Teaching and Learning Governing Committee **Date:** 9/11/18

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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. Key principles

The school's mission statement is, 'Within a joyful, inclusive and caring Christian environment our school family will embrace challenge, celebrate achievement, inspire a love of learning and enjoy life in all its fullness.' We will fulfill this statement through the application of our four core values: achieve, care, joy and worship. The targeted and strategic use of Pupil Premium funding will support us in achieving our mission statement.

We ensure that all teaching and learning opportunities meet the needs of all of our children. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. We acknowledge that not all children who are disadvantaged receive Pupil Premium funding and therefore we use our funding to support any child that the school has identified as being disadvantaged.

In making provision for disadvantaged children, we acknowledge that not all children who receive Pupil Premium funding are disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals and therefore the school will not equally distribute the funding on eligible pupils.

5. Use of the grant

In order to ensure that we use the Pupil Premium funding to successfully improve achievement, our school will:

- Carefully ringfence the funding so that we always spend it on the target group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability.
- Support the more able children who are eligible for Pupil Premium to achieve the highest levels.
- Thoroughly analyse which pupils are underachieving and why.
- Draw upon research evidence and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact upon achievement.
- Ensure that daily teaching meets the needs of each learner, rather than solely relying on interventions to improve attainment.
- Analyse achievement data frequently to ensure that interventions or techniques are making an impact.
- Ensure that senior leaders have a clear overview of how the funding is allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers and TAs know which pupils are eligible for the funding.
- Have a clear policy on spending Pupil Premium which is agreed by governors and available to parents/carers.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Ensure governors are involved in discussions about the use of Pupil Premium funding and are kept informed of the impact of the funding.

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

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Providing social and emotional support
- Funding extra-curricular clubs and activities
- Funding educational trips and visits
- Providing language support for children who speak another language

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.

Our pupil premium strategy is available on the school website.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

6. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6. Eligible pupils fall into the categories explained below.

6.1 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.

6.2 Looked after children

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

6.3 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.

6.4 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

7. Roles and responsibilities

7.1 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

7.2 Governors

The governing board is responsible for:

- Holding the headteacher and senior leadership team 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

7.3 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

7.4 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.

8. Monitoring arrangements

This policy will be reviewed annually by the Teaching and Learning Governing Committee. At every review, the policy will be shared with the governing board.

The school governor Catherine Buchanan is our Pupil Premium Champion.

9. Links with other policies

This policy is linked to:

- Inclusion Policies
- Teaching and Learning Policy