

Pupil Premium Policy



Approved by: Finance, HR, Audit & Risk Cttee

Date: 16th June 2022

Last reviewed by: F,HR, A&R Cttee March 2022; & Edn & Stds Cttee, May 2022

Next review due by: May 2023

Contents

1. Aims	2
2. Legislation and guidance	2
3. Purpose of the grant	2
4. Use of the grant	2
5. Eligible pupils	3
6. Roles and responsibilities	4
7. Monitoring arrangements	5
8. Links with other policies	Error! Bookmark not defined.

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 \(2021-2022\)](#), 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 academies should publish online](#), and complies with our funding agreement and articles of association.

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

- › Engage with parents to take their views on the needs of their child into account

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

4.1 Allocation of Funding

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Consider the context of the school and the main challenges or barriers our pupils face.
- Use the latest evidence-based research on strategies that are proven to narrow attainment gaps and adapt these as necessary to meet the needs of our pupils, including strategies recommended by the EEF.

- Work in partnership with parents / carers to ensure the funding is providing the most effective support for their child.
- Use high quality teaching and learning as the preferred way to narrow the gaps in the first instance. We will also use high quality interventions, with proven evidence of impact, to assist children who need additional support in a time limited way. Children may be supported within a group or individually.
- Ensure that our most able Pupil Premium children receive their entitlement.

4.2 Strategies

Drawing on our previous experience of high impact approaches that work with the specific needs of our children we may use the following strategies: please see the Pupil Premium Plan for the year.

- Providing extra one-to-one or small group support.
- Employing extra teaching assistants.
- Oral language interventions
- High quality phonics intervention, in addition to the main teaching.
- Running targeted sessions before or after school.
- Funding educational trips and visits.
- Funding resources to support rapid learning, particularly in Maths and English.
- Supporting additional or extra-curricular activities particularly for pupils with social and emotional, health or low aspiration needs.

We will also:

- Be transparent in our reporting of how we have used the Pupil Premium funding, so that our stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take-up of Free School Meals by working pro-actively with our parents and carers, in a sensitive and supportive manner to remove potential barriers or stigma attached to claiming FSM.
- Demonstrate that eligibility and take-up of FSM does not equate with children being considered “low ability” because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium funding, by the School and the Governing Board.
- Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these groups and individual needs fully into account.
- Use the Pupil Premium funding for all year groups, not just those taking assessments at the end of the year.

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, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here:

<https://www.akaalprimaryschool.org/performance/pupil-premium>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Reception and Year 6.

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.

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 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 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 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 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 information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from 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 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 annually by the Finance, HR, Audit & Risk Committee. At every review, the policy will be shared with the governing board.

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.