

Spaxton CofE Primary School

‘Together we flourish and achieve’



Pupil Premium Policy

DATE: September 2021

POSTHOLDER RESPONSIBLE: Rebecca Skews

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS:

AUDIENCE: Staff, parents, pupils

REVIEW DATE: September 2023

A handwritten signature in black ink, appearing to read 'Rebecca Skews'.

Approved on behalf of School:

(Head of School)

Approved on behalf of Governors:

(Co-Chair of Governors)

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 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

We make decisions on how to use the pupil premium in our school based on need. Although, all children in receipt of it are targeted in benefitting from its spending, other children who may also benefit from this are also considered. Aspects we consider in our decisions include

- The main challenges or barriers our pupils face, including internal and external ones. This includes barriers with social and emotional intelligence, a lack of experiences, vocabulary and background knowledge, an inability to access reading support at home, attendance issues, a lack of routines at home and any past traumas affecting ability to flourish both emotionally and academically.
- Evidence of what works. This is in terms of both research and from past experience in the school. For example, the Education Endowment Foundation suggests that it is impactful teaching children metacognition and self-regulation skills. Our spending on this is to discourage an over-reliance on other adults to learn but instead to focus children on 'learning to learn' skills that will help them to learn well and independently so that adult help is not relied on too much. This is in line with the EEF's research.
- Whether it is in line with the school's vision. We make decisions on whether it will enable individuals or groups to flourish and achieve.

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

- intervention groups e.g. Spellings, handwriting, maths, coordination
- Individual support work, including emotional literacy work with children
- Subsidised trips/clubs/residential visits
- Engaging curriculum- including PE, swimming, outdoor education.

Our pupil premium strategy is available here:

http://www.spaxton-school.co.uk/web/pupil_premium/210987

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.

5. 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.

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 Head of School and senior leadership team

The Head of School 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 local governance committee is responsible for:

- Holding the Head of School 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 Head of School, 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 Head of School 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. Links with other policies

This policy is linked to

- Child Protection and Safeguarding Policy
- Attendance Policy
- Curriculum Policy