

# Pupil Premium Policy

## Arley Primary School

*"New beginnings, endless possibilities"*



PP Lead: S. Riley

Date: September 2020

Approved by:

Next review date: September 2021

## 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 <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019> 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 <https://www.gov.uk/government/publications/the-service-pupil-premium>.

In addition, this policy refers to the DfE's information on [what maintained schools must 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 of 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 and be the best that they can be.

## 4. Use of the grant

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

- Ensure that Pupil Premium allocated to our school is used solely for its intended purpose.
- Identify key barriers to learning in and out of the school context; such as attendance; emotional support and well-being; strategies for improving learning behaviours; speech and language; reading, writing and maths reasoning skills.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.

- Encourage our parents and carers to register for PPG in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming benefits or having a low income. In doing so, we recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility of PPG does not equate with pupils being considered to be "low attainers" because of their social circumstances.
- Ensure that there is robust monitoring and evaluation in place to account for the use of Pupil Premium, by the school and governing body.
- Recognise the fact that pupils with FSM are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take individual needs into account.
- Use high quality teaching and learning as the preferred way to narrow gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Make sure that narrowing the gap is a key priority area for the school.
- Ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.
- Engage with parents to take their views on the needs of their child into account

**The school may use the grant for:**

- Providing extra one-to-one strategies such as precision teaching for speed reading and maths.
- Providing small-group support for catch-up or challenge groups for Reading, Writing and Maths
- Employing teaching assistants
- Providing extra tuition such as booster groups where needed in preparation for SATs
- Providing support or small group intervention for phonics
- Supporting the funding of educational trips and visits
- Providing additional reading support for priority readers (of all abilities) during assembly times
- Speech and Language work
- Providing support for mental health well-being
- Social Skills group work
- IEP work for pupils identified as SEND pupils
- Growth mindset strategies such as the 4 Rs to improve learning behaviours
- Supporting wraparound club costs to improve punctuality

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.

**Information on how the school uses the pupil premium and the strategy is available here:**  
<https://www.arleyprimaryschool.co.uk/> under the tab of **Key Information; Pupil Premium**.

## 5. Eligible pupils

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

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 The Pupil Premium Lead

**The pupil premium lead is 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
- Continually 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

## **6.2 Link Governors**

**The link governors are responsible for:**

- Holding the Pupil Premium Lead 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 through termly meetings
- Challenging the Pupil Premium Lead 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
- Sharing information with other Governors at FGB meetings

## **6.3 Other school staff**

**All school staff are responsible for:**

- Maintaining the highest expectations of all pupils and not equating disadvantage of circumstance with "low attainment".
- Maintaining ambitious targets to accelerate progress.
- Promoting an inclusive and collaborative ethos which enables all pupils to thrive and be the best that they can be.
- Planning and delivering lessons to a high standard and supporting the acceleration of progress in learning so that gaps can be narrowed and improvements maintained.
- Providing inclusive and differentiated teaching and resources for those pupils who are not making rapid progress; hence widening the gap
- Keeping up-to-date with teaching strategies and research, which have proven track record in narrowing gaps in attainment and achievement. We will support staff in engaging in professional development opportunities to enable them to implement successful strategies to accelerate progress and to narrow the gap
- Implementing this policy on a day-to-day basis
- 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 through progress meetings
- Identifying catch-up and challenge groups; 1:1 interventions (such as IEP work or precision teaching) and continually measuring the impact through assessment procedures
- Identifying individual targets for Reading, Writing, Maths and Attendance; as well as a progress and attainment target linked to each pupils' prior attainment.
- Sharing these targets with parents and carers to enable them to support pupils' needs at home.
- 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 Pupil Premium Lead. At every review, the policy will be shared with the governing board.

## **8. Reference to Other Policies**

- Finance Policy
- Equality Policy
- Teaching and Learning Policy