

# Pupil Premium Policy

**Reviewed:**            **October 2022**



## **Pupil Premium Policy**

### **Mission statement - 'Together we can achieve'**

#### **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 allocations and conditions of grant guidance 2022 to 2023, 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.

#### **3. Purpose of the grant**

Pupil Premium money is allocated to school through the local authority. It is based on the number of children who have been eligible for free school meals (FSM) at any time in the last six years, children who are in care and those whose parents are in the armed forces.

Research shows that children from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. School has the freedom to spend the pupil premium money, which is additional to the underlying schools budget, in a way it thinks best to support the raising of attainment for the most vulnerable pupils.

School is accountable for narrowing the gap and data will include the attainment of pupils who receive the pupil premium compared with 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 have a Strategy Statement which outlines how we intend to spend our Pupil Premium funding. This detailed plan of what we are doing for our Pupil Premium children and how the money is being spent, is based on the context of our school, the main barriers to learning identified in our school, prior attainment and where we have identified gaps exist in learning.

The spending strategy is informed by research evidence (including the guide published by the Education Endowment Foundation (EEF) which allow us to use the most effective ways of addressing these barriers, accelerating progress and ensuring every child achieves.

Our use of the pupil premium grant aligns with the 3-tiered approach described in the EEF's pupil premium guide as outlined below:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches' as we ensure the following: .

- We have considered the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face,
- We have used evidence, such as learning from what works in school and from research, to inform our decisions on pupil premium spending
- We have addressed a wide range of needs, and take group and individual needs into account
- We engage with parents 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 our pupils, based on evidence)
- We make sure all staff promote the principles and ethos of the pupil premium strategy

In order to meet the above requirements, the Governing body of Ryhill Junior, Infant and Nursery School will ensure that provision is made to secure the teaching and learning opportunities that meet the needs of all pupils.

School will ensure that the needs of disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

The SENCO and Pupil Premium Leader will maintain an on-going programme of support for disadvantaged pupils, which will be subject to the oversight of the Governors standards committee.

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

- Providing small group work with an experienced teacher focused on overcoming gaps in their learning.
- 1-1 support
- For children with reading ages well below their chronological age based on termly assessments of reading fluency and comprehension, we will deliver additional RWI tuition in Foundation Stage and Key Stage 1 and further reading support through additional reading lessons in Key Stage 2.
- Encourage pupils to read for pleasure. Ensuring that children have access to high quality stimulating reading materials in their reading lessons, in their classrooms, in the library and around school.
- Additional teaching and learning opportunities provided by trained HLTAs, TAs or external agencies.
- 1-1 sessions with the learning mentor for pastoral care.
- All our work with Pupil Premium children will be aimed at accelerating progress and moving children to at least the Expected Standard,
- Pupil Premium resources will also be used to target more able children to ensure those children are challenged to achieve the Greater Depth Standard
- Provision will not be aimed at statemented children as funding for their needs is already in place.

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.

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 Pupil Premium Lead and Headteacher**

The Pupil Premium Lead and Headteacher 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 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 Pupil Premium Lead and 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

## 7. Monitoring arrangements

This policy will be officially reviewed yearly by the Pupil Premium Lead. There will be constant half termly reviews of strategies in place by the Pupil Premium Lead to monitor the impact of different strategies and make changes if and when necessary. At every review, the policy will be shared with the governing board.

## 8. Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers and the percentage of children achieving the Expected and Greater Depth Standards.

The success criteria for the Pupil Premium are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.

- Having a whole school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.