St White's Primary School

Pupils Eligible for Pupil Premium and Disadvantaged Pupils Policy

Date of Review: November 2023

Date of Next Review: November 2024

Signed, Assessment and Curriculum Committee:

....

Contents

---

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 2023 to 2024](#), 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

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

The use of the grant is monitored carefully by the school's SLT and the spending strategy is informed by research evidence. A range of sources are used when researching suitable uses: guide published by the Education Endowment Foundation (EEF); Phonics – EEF Teaching and Learning Toolkit; EEF Effective Professional Development Guidance report; Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF; Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF; improving mathematics in the Early Years and Key Stage 1.

The pupil premium use is aligned with the 3-tiered approach described in the EEF's pupil premium guide:

- support for the quality of teaching, such as staff professional development;
- targeted academic support, such as teaching assistant interventions;
- support to tackle non-academic barriers to academic success, such as attendance strategies and social and emotional support.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

Planning, implementation, and evaluation

We first consider the context of the school where we have built the school's vision and development plan around having the highest possible expectations for our disadvantaged pupils. We aim to ensure that our pupil premium pupils become clear communicators, with a 'can do' attitude, who are reflective and take personal and collective responsibility for themselves and their World. For this reason, we are focusing on building communication skills and emotional literacy within our strong, knowledge-based curriculum.

Within the school, we consider the disadvantaged pupils a microcosm: a condensed version of all our pupils' needs. Ensuring high-quality teaching is a key part of our development priorities.

In planning our new pupil premium strategy, we evaluated the strategies from previous year as part of our regular cycle of assess, plan, do, review.

We triangulated evidence from multiple sources of data including internal and external assessments; book looks and learning walks; conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. Individual subject leaders have reflected on their subjects using the implementation guidance and have highlighted how they will support disadvantaged pupils. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Engaging with parents

To support our disadvantaged pupils, we engage with parents through my plan meetings, for those who are also on the SEN register, and regular parent consultation evenings for all. Teachers keep in regular contact

with parents of disadvantaged pupils and they are also supported by the school's family support worker to remove non-academic barriers.

Staff

All staff within the school have an understanding of pupil premium and have high expectations for disadvantaged pupils. They implement support and interventions to ensure that all disadvantaged pupils, regardless of their previous prior attainment, make accelerated progress. Disadvantaged pupils are not just supported by support staff and receive high-quality teaching, tutoring and interventions from class teachers.

Strategies

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

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or English)
- Funding educational trips and visits
- Funding the minibus and breakfast club

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.

Our pupil premium strategy statement is available here: https://www.st-whites.gloucs.sch.uk/web/pupil_premium/335906

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 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 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 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
- Appointing a pupil premium governor to take the lead on the governing body's responsibilities: Kathryn Goddard

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 the 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 senior leadership team. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Pupil Premium Strategy Review – 2022-2023
- New Pupil Premium Strategy Statement for 2022-2025
- SEN Policy
- Pupil Attendance Policy
- Teaching and Learning related Policies