

# Pupil Premium Policy

Glenthorne Community Primary School



<b>Approved by:</b>	M Such	<b>Date:</b> 29.3.23
<b>Last reviewed on:</b>	March 2020	
<b>Next review due by:</b>	March 2025	

## Contents

1. Aims .....	2
2. Legislation and guidance.....	2
3. Purpose of the grant.....	2
4. Use of the grant .....	2
5. Eligible pupils.....	4
6. Roles and responsibilities.....	5
7. Monitoring arrangements .....	6
8. Links with other policies .....	6

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### 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

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

At Glenthorne, we have high aspirations and ambitions for all our children, irrespective of the starting point they have had. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the schools own budget will help ensure this money is spent to maximum effect.

Our Strategy for Pupil Premium Spend is aligned with the EEF'S pupil premium guide. It uses a three tiered approach which is mirrored in our strategy statement. The strategies used fall under the following categories:

- 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'.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research published by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, having a lack of confidence, more frequent behaviour difficulties and attendance and punctuation issues. There may also be complex family issues that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. For example, many of our disadvantaged pupils have flourished and therefore need additional challenge to ensure they reach their potential by raising their aspirations. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### **Principles:**

- We will ensure that teaching and learning opportunities meet the needs of all pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

#### **How we use our grant:**

- To allocate a 'Catch Up' teacher, providing small group work with an experienced teacher, focused on overcoming gaps in learning
- 1:1 Support
- Use of Tutoring services
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Transition from Primary to Secondary and internal transition into EYFS and then Year 1
- Additional learning support
- Pay for (or part pay for) activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. To make sure no one is excluded.
- Support the funding of specialist learning software

- Behaviour and nurture support at lunchtimes
- Specialist speech and language support
- Social and emotional support throughout school
- Promote and achieve good attendance through the effective use of the Attendance Team
- Provide resources to ensure that all children have access to high quality reading materials

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.glenthorneprimary.co.uk/pupil-premium>

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 1 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

### 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 every two years by the Headteacher. At every review, the policy will be shared with the governing board.

## **8. Links with other policies**

This policy is linked to:

- Mental Health & Well Being Policy
- Attendance Policy
- Assessment Policy
- Children who are looked after and previously looked after policy