Pupil premium policy

"If you have faith as small as a mustard seed, nothing will be impossible to you." (Matthew, 17:20)

GDPR
Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by A Holland – June 2026.
Reviewed by Governors: Not Applicable – Governor Awareness only
Next review date: Summer 2029

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School Vision

The targeted and strategic use of pupil premium will support us in achieving our vision.
'A school at the heart of the community, which provides an exciting, challenging and supportive learning environment, where every child fulfils their potential.'

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

- The school's spending strategy is informed by research evidence, referring to a range of sources, including the guide published by the Education Endowment Foundation (EEF)
- Full details are published in the school's Pupil Premium Strategy Statement which is published on the school's website. This details how use of the pupil premium grants aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE says your activities must be those that:
- 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' based on the 3 tiers outlined above. See pages 7 and 8 of the DfE's guidance for schools leaders on using the pupil premium for details.

In formulating our Pupil Premium Strategy, we do the following:

Consider the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face:
- Poor acquisition and retention of reading skills at word (phonic application) and/ or text (comprehension) level

- Writing skills development - particularly handwriting, spelling; children display poor stamina and confidence to apply
- Poor (perception) of attendance… and understanding of impact, i.e. missed learning. Attendance of pupil premium children lower than that of non-pupil premium children
- Social, emotional issues - low self-esteem, issues act as a barrier for learning combined with low confidence and expectations for learning
- Parental engagement - lack of home education support/ learning; low (academic) aspiration
- Preparation for transition points - academic resilience to manage change

- Use evidence, such as learning from what works in your school, to inform your decisions on pupil premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents to take their views on their child's needs into account
- 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 your pupils, based on evidence)
- Integrate pupil premium interventions into the curriculum where possible
- Make sure all staff promote the principles and ethos of the pupil premium strategy

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

- Staff training on approaches to support quality first teaching in phonics, reading and writing
- Providing extra 1-to-1 or small-group support, eg Precision teaching for targeted children
- Working towards the employing of teaching assistants overseeing Pupil Premium children within their phase
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding educational trips, visits and extra-curricular activities
- Funding school uniform
- Social and emotional support from ELSA

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-bartholomews.leics.sch.uk/page/?title=Pupil+Premium&pid=36

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS 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 Targeted Free meals in the most recent October census.

It does not include pupils who received universal infant free school meals or expanded free school meals.

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 Pupil Premium lead

The headteacher and Pupil Premium lead 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
- Phase leaders are responsible for monitoring progress of the Pupil Premium children in their phase and ensuring these children's needs are supported within intervention groups when required
- Reviewing the detail of the Pupil Premium Funding as per Appendix 1 as and when required

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
- Reviewing the detail of the Pupil Premium Funding as per Appendix 1 as and when required

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
- ELSA supports social and emotional needs of these children –monitored through CPOMS

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 biannually by the Pupil Premium lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, school website and newsletters. There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and antibullying policies, as well as minutes of meetings.

Appendix 1:

Pupil Premium Funding

The school receives funding from the government each year for Pupil Premium Children. These children are children that are either:

Currently in receipt of Targeted Free School Meals

Were on Targeted Free School Meals (Ever 6)

Children adopted from Care (Pupil Premium Plus)

Service Children

Below is a breakdown of what part of this funding is used for each academic year. This is reviewed as and when required.

Below is a breakdown of what we as a school provide the children above with :

Targeted Free School Meals

Free School Meals in school, packed lunch for any school trips (please notify the kitchen in advance if they require one so they can tell you what the options are)

- Free School Meal
- Carton of Milk in school for children Foundation, Year 1 and Year 2
- 50% contribution towards School trips
- Residentials Funded
- 50% contribution to One After school club or Music Lesson funded per school week
- Uniform Voucher each academic year
- Selection of books in the spring term for children in Year 3 and 4

Were on Targeted Free School Meals (Ever 6)

- Headteacher discretion / meet with parents to discuss

Children adopted from Care (Pupil Premium Plus)

- Carton of milk in school for children in Foundation, Year 1 and Year 2
- 50% contribution towards School trips funded (non including residentials)
- 50% contribution towards One After school club or Music Lesson funded per school week
- Uniform voucher each academic year
- Selection of books in the spring term for children in Year 3 & 4

Service Children

- Carton of milk in school in school for children in Foundation, Year 1 and Year 2
- Uniform voucher each academic year
- Selection of books in the spring term for children in Year 3 & 4
- Headteacher discretion / meet with parents to discuss