



Pupil Premium Policy

BLEAN PRIMARY SCHOOL

Policy Review date: Autumn 2023

Headteacher: Mr I Rowden

Chairs of Governors: Mr H Samuelson

Date of Next Review: Autumn 2025

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1.Ethos and Vision

At Blean Primary School we believe that every child should flourish and so together we strive for achievement for all our pupils. Our aim is to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment and ultimately affect a child’s life chances. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies.

The school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving but will be entitled to funding to enhance their future educational aspirations and achievements.

‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

2. Aims

Blean School recognises that it is accountable for the use of this additional funding and aims to:

- provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum, using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Key Contacts with responsibility for Pupil Premium Funding.

Ian Rowden – Headteacher

Nicki Llewellyn- Assistant Headteacher and Inclusion Lead

Fiona Jones- School Business Manager

Hugh Samuelson- Chair of Governors

3. 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 (ESFA). 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](#).

Development of the Policy

In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us, as a public organisation, to comply with the Public Sector Equality Duty (PSED) and two specific duties. Some pupils, especially those of a minority ethnicity, English as an additional language, pupils with special educational needs and, or, pupils with disabilities, can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

4. 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 the wellbeing of 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 they can reach their full potential.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource. Measures are included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium, cannot be identified.

5. Use of the grant

In line with the current guidance, we use an evidence informed approach when making decisions around how to use the Pupil Premium Grant. We gather research and evidence of best practice from a range of sources including: school-based practice as well as evidence published by bodies such as The Education Endowment Foundation (EEF). Details of this is published as part of our Annual and Three-Year Strategy which can be found at:

<https://www.bleanprimary.org.uk/safeguarding-inclusion/pupil-premium/>. The Pupil Premium Strategy Statement follows the recommend three-year plan and uses the 3- tired approach to demonstrate how we are supporting disadvantaged pupils by supporting the quality of teaching and learning, targeted academic support and non-academic barriers such as social and emotional support, attendance and access to a wide range of cultural experiences.

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We align our Pupil Premium Strategy to the DfE 'menu of approaches' please see pages 8 and 9 of the DfE's **guidance for schools leaders on using the pupil premium** for details.
- Use the latest evidence-informed research on proven strategies and adapt these as necessary to meet the needs of our pupils.
- We consider the context of the school and the main challenges our disadvantaged and vulnerable pupils face. These are identified within the Pupil Premium Strategy Statement.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with the pupils being considered to be 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and the Governing Body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs.
- Use high quality teaching and learning as the preferred way to raise attainment. We will also use high quality interventions with proven evidence of impact at assist our pupils who need additional support in a time-limited way.

- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

6. Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils from EYFS to Year 6.

Eligible pupils fall into the categories explained below.

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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) 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.

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
- In state care from outside England and Wales before being adopted.

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.

7. Roles and Responsibilities

The Headteacher and Senior Leadership Team

- Keeping this policy up to date, and ensuring it is implemented across the school.
- Ensuring 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.

While the Headteacher and Senior Leadership Team as whole are responsible for the development and implementation of the Pupil Premium Policy and Strategy Statement, this has been delegated to the Inclusion Lead who is responsible for writing and monitoring the policy, systems and processes related to the Pupil Premium Strategy Statement and Review. The Inclusion Lead liaises with the Headteacher and Governing Body to report on the progress of disadvantaged pupils and the monitoring of the funding at Pupil Premium Statements.

Governing Body

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

School Business Manager

- Monitors delegation of funding for Pupil Premium
- Provides information on allocation for Pupil Premium funding via the school website and reports to Governors
- Monitors the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. A spreadsheet of termly expenditure (Terms 2, 4 and 6) will be published on the school website.
- Assists in providing opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils.

Class Teachers

- Identify and list pupils in each class
- Identify intervention plans where appropriate
- Evaluate progress and meet with the Senior Leadership Team 3x yearly as part of Pupil Progress Meetings.
- Arrange reviews with parents as appropriate
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for Pupil Premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support

- Take prompt action to inform Senior Leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement and engage with their own action research.

Support Staff

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Under the guidance of the Class Teacher, plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning challenging and are in danger of falling behind.

Pupil Parent Mentor and Learning Coaches

- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher
- Work with the Headteacher and Inclusion Lead to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

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.

8. Monitoring and Reviewing the policy and Pupil Premium Strategy Statement

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 DfE Pupil Premium Strategy Statement template.

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact. This will allow us to adjust if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy and Statement will be reviewed on an annual basis and adjustments will be made to it according to the impact. It will also take into consideration the funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake on-going evaluations of the strategies we are using.

9 .Links to Other Policies and Documentation

Although this policy is the key document outlining our approach to assuring the best achievement for our disadvantaged pupils, we will, however, ensure that information about our responsibilities under the Equality Act 2010 for other pupils who may need additional support but are not covered by the Pupil Premium, is also included in key documents such as our School Development Plan, our Self-Evaluation Review, the school website and newsletters. Please also see the schools Recovery Curriculum Documents and Accessibility plan as these also detail ways in which we are closing