



WHERE STARS SHINE

PUPIL PREMIUM POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with: Senior Leadership Team

Approved by:

A handwritten signature in blue ink, appearing to read 'R. G. Jones'.

Date: 13th October 2022

Policy Date: Autumn 2022

Review Date: Autumn 2025

Review Frequency: 3 Years

1. Aims

At Severnbanks Primary School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved and children reach their full potential.

'It is necessary to know something about students' cultural backgrounds, motivational patterns and the content of their social learning, such as the particular meanings they bring to school, their particular approach to learning tasks, and the expectations they have of themselves and of others.'

Hilda Taba, Curriculum Development: Theory and Practice 1962

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for Looked After Children (LAC), referred to as Children in Care in Gloucestershire (CiC) and Previous Children in Care (PCiC).
- Supporting pupils with parents in the armed forces.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28

Every child has the right to an education.

ARTICLE 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Pupil premium conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2018) 'The Service Pupil Premium: what you need to know'

3. Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.

- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the Pupil Premium Grant reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. PPG allocation rates

For the academic year 2022 to 2023, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'FSM'	£955
LAC / CiC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC/PCiC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

5. 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.

6. Eligible pupils

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

Eligible pupils fall into the categories explained below.

6.1 Ever 6 free school meals

Pupils recorded in the most recent January 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 January census.

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

6.2 Children in Care

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

6.3 Previous Children in Care

Pupils recorded in the most recent January census and alternative provision 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.

6.4 Ever 6 service children

Pupils:

- 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
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

8. Use of the CiC and PCiC premiums

- The CiC premium is managed by the designated virtual school head (VSH).
- The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).
- To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
- The CiC premium will be used to facilitate a wide range of educational support for CiC.
- The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- The designated teacher will work with the VSH to ensure that all available funding is spent.

- PCiC premium is allocated directly to the school.

9. Use of the service pupil premium (SPP)

The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

10. Pupil Premium Approaches

The Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit and Families of Schools Database will be used to support our practice as well as basing our approach on the NfERs research findings from 2015 – The Building Blocks of Successful Practice:

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

11. Potential interventions

The school utilises a variety of interventions and support programs:

- Providing one-to-one and small group work with experienced teachers, TAs to address specific areas of need.
- Reducing class sizes to improve opportunities for effective teaching as seen in Y3 and EYFS.
- Creating additional teaching and learning opportunities using teaching assistants e.g. the ability to use the school grounds with correct adult supervision for outdoor learning.
- Targeting pupils who require additional help to reach age-related expectations or who are working below their potential eg small group booster sessions or targeted support delivered by TA or teacher.
- Supporting specific behavioural needs of pupils eg ELSA provision.
- Wellbeing/Yoga sessions to encourage mindfulness and develop core strength delivered by external specialist.
- Parental support – attendance, emotional and social, parenting strategies, breakfast club.
- Support pupil transition through the stages of education and moving school within a school year eg PBSW or SENDCO support.
- Provide a variety of experiences; after-school opportunities, touring groups, cultural visits, visiting theatres, museums, Now- press - play resources.

- Enhance children's thinking and communication skills.

Remember the child - Liaise with professionals to provide a joined-up approach

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

12. Roles and responsibilities

12.1 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 on-going basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

12.2 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

12.3 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

12.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children in care by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible children in care and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each child in care's educational setting to put together a personal education plan (PEP), 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.

Responsibility of the application of this policy is delegated to Mrs Sara Poole Headteacher, supported by Mrs S Howell SENDCo, and the Local Academy Committee

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.