



Pupil Premium Policy

Approved by Governing Body:

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Reviewed by SLT: 16/9/22

Next review due by:

Date: Sept 2023

Dissemination of the Policy: All staff and Governors, School Website

History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

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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

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](#).

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students 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 students' progress and attainment so that they can reach their full potential.

Use of the grant

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
- Use evidence based strategies supported by the EEF [guide published by the Education Endowment Foundation \(EEF\)](#) to improve outcomes for disadvantaged students
- Be transparent in our reporting of how we have allocated the pupil premium funding so that all stakeholders have an oversight. This will be published on the school website in the form of the pupil premium strategy statement.
- Remember that the pupil premium is a risk indicator and that eligibility for the pupil premium should not lead us to make further judgements about a young person's ability, home circumstances or educational ethos
- Ensure there is robust monitoring and evaluation in place to account for the use of the pupil premium, by the school and governing body, including the school lead for pupil premium and assigned governor
- Recognise the fact that students eligible for the pupil premium are not an homogeneous group and cover a wide range of needs and these individual needs should be recognised at an individual level
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, as recommended by Education Endowment Foundation guidance. We will also use high quality interventions with proven evidence of impact to assist our students 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.
- Recognise the need for high quality careers support to ensure all students are prepared for post-16 studies or work placements
- Be mindful that we need to have high expectations of all students
- Welcome the views of students and parents in making decisions about how the funding is allocated

The school's strategy is centred around a 3-tiered approach, using funding to:

- 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

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

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Employing members of staff for our student support team
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of GCSEs)
- Supporting funding educational trips and visits
- Funding English classes for children who speak another language
- Funding extra-curricular activities to support student development, such as music lessons or DofE

- Supporting the provision of ingredients in food and nutrition lessons to ensure all students take part in practical lessons and support healthy living for all

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.pittville.gloucs.sch.uk/key-information>

Eligible students

The pupil premium is allocated to the school based on the number of eligible students in Years 7 to 11. Eligible students fall into the categories explained below.

Ever 6 free school meals

Students 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 students first known to be eligible for free school meals in the most recent October census.

Looked after children

Students 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.

Post-looked after children

Students 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.

Ever 6 service children

Students 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

Roles and responsibilities

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 students and supporting students 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 school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing training on teaching and learning strategies that support pupil premium students in the classroom
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

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

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

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.

The pupil premium lead is Andrew Raistrick (Deputy Headteacher). The Governor with responsibility for the pupil premium is Dr Adam White.

Monitoring arrangements

This policy will be reviewed annually by the pupil premium lead. At every review, the policy will be shared with the governing board.

Links with other policies

This policy is linked to:

Careers

Curriculum

Teaching and Learning