

EFAT Primary Academy

Pupil Premium Policy

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EFAT Primary Academy Pupil Premium Policy

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**Policy Cover Note**

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| --- | --- |
| Title of the Policy | Pupil Premium Policy |
| Summary/Reason for bringing to Bord for Approval | Policy has been updated. |
| Statutory Requirement | Yes/No |
| Decisions to be made / recommendation on options | For ratification |
| Name of the author | Jonathan Woodburn |
| Date written | November 2022 |
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| Policy/Procedure to be published on the trust website | Yes/~~No~~ |
| Policy/procedure to be published on the Academy/Primary website | Yes/~~No~~ |
| Amendments/Updates |  |

**Introduction**

* The pupil premium grant was introduced in 2011 as a new government initiative that targets extra money at pupils from disadvantaged backgrounds.
* Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.
* The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period.
* At Essa Primary we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.
* The Pupil Premium Grant is additional to main school funding and it will be used by Essa Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.
* This policy is based on the [pupil premium conditions of grant guidance (2022-2023)](https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023/pupil-premium-2022-to-2023-conditions-of-grant-for-academies-and-free-schools), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) [service premium](https://www.gov.uk/guidance/service-premium-information-for-schools).

**Aims**

* At Essa Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind.
* 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, and we are determined to ensure that our children are given every chance to realise their full potential.
* Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

**Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

**Roles and responsibilities**

Principal and Senior Leadership Team

The Principal 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 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.

Governors

The Governing Board is responsible for:

* Holding the Principal 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 Principal, 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 Principal 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.

**Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

**Building Belief**

We will provide a culture where:

* staff believe that there are “no limits” to what our children can achieve.
* there are “no excuses” made for underperformance.
* staff adopt a “solution-focused” approach to overcoming barriers.
* staff support children to develop “growth” mindsets towards learning.

**Analysing Data**

We will ensure that:

* All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
* We use research (e.g. [Education Endowment Foundation Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?cost=1_5)) to support us in determining the strategies that will be most effective.

**Identification of Pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Reception 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.

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

**Looked After Children (LAC)**

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.

**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.

**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

**We will ensure that:**

* All teaching staff and support staff are involved in the analysis of data and identification of pupils.
* All staff are aware of who pupil premium and vulnerable children are.
* All pupil premium children benefit from the funding, not just those who are underperforming.
* Underachievement at all levels is targeted (not just lower attaining pupils).
* Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

**Improving Day to Day Teaching**

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our school leaders to:

* Set high expectations
* Address any within-school variance
* Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
* Share good practice within the school and draw on external expertise
* Provide high quality CPD
* Improve assessment through joint levelling and moderation

**Increasing learning time**

We will maximise the time children have to make progress through:

* Improving attendance and punctuality
* Providing earlier intervention (KS1 and EYFS)
* Extended learning out of school hours e.g. Early mornings, after school and Saturdays

**Individualising support**

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

We will ensure that the additional support we provide is effective by:

* Looking at the individual needs of each child and identifying barriers to learning
* Ensuring additional support staff and class teachers communicate regularly
* Using team leaders to provide high quality interventions across their phases
* Matching the skills of the support staff to the interventions they provide
* Working with other agencies to bring in additional expertise
* Developing parental support in order better support their children’s learning within the curriculum and to manage in times of crisis
* Tailoring interventions to the needs of the child (e.g. Targeted maths sessions in the afternoons for children who struggle in the main lesson)
* Recognising and building on children’s strengths to further boost confidence (e.g. arts, drama and language

**Some further 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
* 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 national assessments such as SATs)
* Funding educational trips and visits

**Going the Extra Mile**

In our determination to ensure that ‘**All Children Succeed**’ we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

**Monitoring and Evaluation**

We will ensure that:

* A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
* Assessment data is collected frequently so that the impact of interventions can be monitored regularly
* Assessments are closely moderated to ensure they are accurate
* Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
* Regular feedback about performance is given to children and parents
* Interventions are adapted or changed if they are not working
* Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
* A designated member of the SLT maintains an overview of pupil premium spending
* A governor is given responsibility for pupil premium

**Reporting**

When reporting about pupil premium funding we will include:

* information about the context of the school
* objectives for the year
  + reasons for decision making
  + analysis of data
  + use of research
* nature of support and allocation
  + Learning in the curriculum
  + Social, emotional and behavioural issues
  + Enrichment beyond the curriculum
  + Families and community
* an overview of spending
  + Total PPG (pupil premium grant) received
  + Total PPG spent
  + Total PPG remaining
  + A summary of the impact of PPG
  + Performance of disadvantaged pupils (compared to non-pupil premium children)
  + Other evidence of impact e.g. Ofsted, Reviews and Accreditations
  + Case studies (pastoral support, individualised interventions)
  + Implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

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, using the templates on GOV.UK

**Related policies**

Child protection policy

Safeguarding policy

Uniform policy

Special Educational Needs and Disability policy

Equal Opportunity Policy