Approved: Summer 2023

Review Due: Summer 2025

THE GLEBE PRIMARY SCHOOL

Pupil Premium Policy

Pupil Premium Policy

The Glebe Primary School is a Rights Respecting School

This policy incorporates the aims and values of our school vision, which is rooted in our aim to develop all children into confident, independent, resilient individuals. We have high aspirations for our children academically, socially and emotionally. Our curriculum is rich in creative opportunities and inspires children to achieve their potential, in all areas of their life, preparing them for the future. This is reflected in the commitment of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

At The Glebe Primary School, we recognise that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Further information can be found below on the use of the recovery premium funding as a result of Covid-19.

The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so 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 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.

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. Schools have the freedom to spend the premium, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

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.

Use of the grant

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.

The disproportionately high impact of Covid-19 on the education of disadvantaged pupils makes pupil premium funding more important than ever. Our recovery premium will be used alongside our pupil premium funding and reported on as a single sum in our strategy statement.

Diagnostic assessment is crucial for understanding the specific elements of education that our children are finding challenging rather than performance in whole subjects and the EEF diagnostic assessment will be used to support this process.

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

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence-based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers 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 pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 by either a teacher or TA
- Employing extra teaching assistants
- Additional teaching and learning opportunities provided by trained Teaching Assistants or external agencies
- Bagels are freely available to all children for breakfast
- Free breakfast club for pupil premium children
- CPD for all staff
- Access to musical activities, including singing and instruments
- Ensuring all children have access to high-quality books at their appropriate level
- Providing funding for extra-curricular activities, school trips and residential trips
- Supporting children's health and well-being, including counselling opportunities if needed
- Providing essential uniform requirements and ensuring children have the things they need to be best equipped to learn

Work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations, with a primary focus in English and Maths. We also value the importance of ensuring that children gain the life skills that they need and that we support the welfare, health and well-being of each child.

For children, including more able children, pupil premium resources may be used to support those who qualify for this Premium to achieve Greater Depth Levels in their knowledge and understanding.

Eligible 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.

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.

For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment.

Our Pupil Premium lead (Miss Cleasby) will work with Virtual School Heads to ensure that pupil premium plus for looked after children in your school is used to meet the needs identified in their personal education plans

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

Reporting

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 ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by 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 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

Monitoring arrangements

This policy will be reviewed every two years by the Assistant Headteacher. At every review, the policy will be shared with the governing board.

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This Policy has been approved by the Governing Body of the Glebe Primary School

On: …July 2023….

To be reviewed: Summer 2025

Chair of Governors: …Gill Broome…….