

Pupil Premium Policy

Grendon Primary School



Approved by:	Governing board	Date: March 2025
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Unicef: Convention on the Rights of the Child
Article 3 best interests of the child
Article 6 life, survival and development
Article 18 parental responsibilities
Article 28 right to education
Article 29 goals of education

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1. 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

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance, 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 and takes into account Birmingham City Council's Pupil Premium Plus Policy for Birmingham Children in Care.

In addition, this policy refers to the DfE's information on what maintained schools must publish online.

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils, support pupils with parents in the armed forces and looked after or previously looked after children.

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 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.

This policy should be read in conjunction with our Pupil Premium Strategy Document and our School Improvement Plan.

3. Guiding Principles

At Grendon, we believe in supporting every child to be the best they can be. Our school vision and aims reflect this:



provide the knowledge and skills to unlock learning through:-

* A pastoral curriculum removing barriers and developing strength of character

*an academic curriculum providing effective structure and opportunity

In order that all of our children have the keys to embrace their futures and believe.....



And so we can...

- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ Listen to and treat each other and all members of the community with respect, tolerance and concern.
- ❖ Recognise ability, maximise potential and prepare children well for their future and life in modern Britain.

The strategic use of Pupil Premium funding, including Pupil Premium Plus for children in care, will support us in achieving our vision and aims. The focus will be on accelerating progress, raising standards, removing barriers to learning; thus closing learning gaps for identified groups of children. We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged, but also that not all pupils who are socially disadvantaged will be eligible for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil, groups of pupils or whole classes that the school has identified as being socially disadvantaged and in need of intervention and support. We allocate Pupil Premium following a needs analysis by senior leaders which will identify priorities and will form part of the School Improvement Plan. Therefore, not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

4. Use of the grant

We use evidence to inform all decisions on pupil premium spending, particularly from the Education Endowment Foundation, (EEF), and Birmingham City Council's Pupil Premium Plus Policy. We have carefully considered likely impact and value for money. In doing so it is necessary to identify the main challenges or barriers to learning that our pupils face.

At present, these are:

- Children entering school working significantly below age related expectations.
- Progress of disadvantaged SEND pupils from their starting points.
- Poor communication skills.
- Limited opportunities and life experiences.
- High levels of persistent absence.

As recommended by the Department for Education and the EEF, actions are considered on a tiered basis and we have identified 3 strands:

- Strand 1: Improving teaching and learning for all pupils.
- Strand 2: Targeted academic support.
- Strand 3: Wider pastoral support.

This mirrors our school vision which gives equal focus to the academic and pastoral curricula and allows us to address a wide range of needs, take group and individual needs into account and engage with parents to take their views on the needs of their child.

Strand 1: Improving Teaching and Learning for all pupils

With the majority of our children currently eligible for Pupil Premium funding, we recognise the importance of ensuring high quality first teaching for all on a day to day basis and the impact this will have on pupil progress.

Provision may include:

- Senior managers leading Mentoring/Coaching programme
- Use of specialist teachers including Lead Practitioners and MaST
- Middle leaders supporting staff to achieve targets, in line with M&E cycle
- CPD/training/INSET for all staff based on identification of need
- Increases in Staffing and reduction in class size
- Involving parents in their children's learning and developing the home learning environment

Strand 2: Targeted academic support

Based on whole school needs and as a result of rigorous data analysis, groups of underachieving or under attaining children are identified to receive regular, additional, targeted support. At least 60% of any intervention group will be made up of children eligible for Pupil Premium funding.

Provision may include:

- Senior leaders providing targeted support for identified groups to raise attainment and overcome specific barriers to learning
- Supporting all newly arrived pupils and those with little or no English to achieve well and settle quickly.
- One to one tuition
- Specific teacher and teaching assistant led interventions

Strand 3: Wider pastoral support

We know that in order for children to access the academic curriculum, we need to remove barriers to learning. We also recognise the link between attendance and achievement. With a large majority of our children being eligible for Pupil Premium funding, attendance levels for all children are monitored and appropriate action taken.

Provision may include:

- Mentoring for individual children by Pastoral Manager
- Involving parents and other agencies to remove specific barriers to learning
- Activities, trips, clubs and residential opportunities
- Transition opportunities with local schools
- Termly and annual rewards, trips and class initiatives
- Fast Track - Legal process for acting on persistent absence
- Role of Senior Learning Mentor - increasing levels of responsibility and training
- Parents meetings, where attendance is less than 95%
- Involving outside agencies to address and support specific family needs

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

We will publish information on the school's use and impact 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.

5. 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.

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 in England or Wales.

Any looked after child has a Personal Education Plan written and evaluated by school staff and the Birmingham Virtual School which details targets, required spending and the impact it is ha

Post-looked after children

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.

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 (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. 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 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

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.

7. Monitoring arrangements

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the governing board.