



Pupil Premium Grant Policy

Accepted by Trustees in: September 2023

Due for next review in: September 2024

Principles

It is our responsibility to ensure that all children in our school achieve their potential and we seek to meet the individual needs of every child. We target Pupil Premium funding to support the learning needs of vulnerable children and strive to narrow the attainment gap between children who are eligible for free school meals and those that are not.

We ensure that appropriate provision is made for vulnerable children. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

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 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](#).

In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

Purpose of the grant

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

The school will use the grant to support these groups, which comprises of 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.

Provision

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

1. High Quality Teaching
 - Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
 - Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
 - Mentoring and coaching
 - Recruitment and retention of teaching staff

- Technology and other resources focussed on supporting high quality teaching and learning
2. Targeted Academic Support
 - Interventions to support language development, literacy, and numeracy
 - Activity and resources to meet the specific needs of disadvantaged pupils with SEND
 - Teaching assistant deployment and interventions
 - One to one and small group tuition
 - Peer tutoring
 3. Wider Strategies
 - Supporting pupils' social, emotional and behavioural needs
 - Supporting attendance
 - Extracurricular activities, including sports, outdoor activities, arts, culture and trips
 - Extended school time, including summer schools
 - Breakfast clubs and meal provision
 - Communicating with and supporting parents

We also ensure that;

- All children are offered a broad, balanced, challenging, differentiated curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals
- Continuing staff development and training to ensure that all staff provide appropriately for each individual child
- A broad and varied extra-curricular programme which offers enriching experiences beyond the school day to all children
- Individual mentoring and support programmes
- Support of a team of Learning Mentors
- Support of our Early Help Team including our Social Inclusion Manager and Early Intervention and Inclusion Officer
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs
- Providing in-school support for children with particular educational needs
- Additional teaching and learning opportunities through trained TAs or external agencies
- Family learning opportunities to raise aspirations of families and children
- Appropriate resources to help extend the learning of vulnerable children
- External agencies working in partnership with school staff to help assess and provide for the learning needs of vulnerable children
- Challenging non-attendance to ensure that all vulnerable children maximise their access to learning opportunities
- Targeted intervention programmes.

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.

Information on how the school uses the pupil premium is available here: [Woodside Primary School - Pupil Premium & Recovery Premium \(woodsideschool.co.uk\)](http://woodsideschool.co.uk)

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 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.

Previously-looked after children

Pupils recorded in the most recent 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 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

Virtual School Heads

Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

VSHs are responsible for managing [pupil premium](#) funding for the children they look after and for allocating it to schools and alternative provision (AP) settings (these are places that provide education for children who can't go to a mainstream school).

VSHs are also responsible for managing the [early years pupil premium \(EYPP\)](#). They're in charge of giving the premium to the early years providers that educate looked-after children (children in local-authority care) who are taking up the [free early education entitlement for 3- or 4-year-olds](#).

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

National tutoring programme

The National Tutoring Programme (NTP) provides primary schools with funding to spend on targeted academic support, delivered by tutors and mentors.

The government is committed to narrowing the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.

The government expects that target tutoring towards pupils who are eligible for the pupil premium (PP) or who are below the expected standard or grade boundary in an applicable subject but recognise that tuition may be used to support a variety of pupils' needs. The approach therefore provides a high degree of flexibility and choice, so that schools can develop tutoring that suits their requirements.

All eligible state-funded schools will receive NTP funding over the course of the academic year 2023/24. This funding is paid in termly instalments by the Education and Skills Funding Agency (ESFA), directly to academies and non-maintained special schools or to maintained schools via local authorities. Local authorities will also receive funding for looked after-children (LAC) and children they have placed in independent special schools. It is intended to cover 50% of the unit cost of tuition, with school making up the remainder of the cost using PP or other core school budgets.

NTP funding can be used to subsidise tuition delivered by one, or a combination of, the following routes:

- tuition partners – external tutoring organisations that have been quality assured by delivery partner, Tribal
- academic mentors – in-house staff members recruited on school's behalf by our delivery partner, Cognition Education, and employed by school for a fixed period to provide intensive support to pupils who need it
- school-led tutoring – members of school's own staff, either currently employed or specifically engaged for this purpose (such as supply teachers and support staff, or retired teachers)

To help ensure that tutoring is high quality, Education Development Trust provides free, comprehensive training for the academic mentor and school-led tutoring routes.

The academic year 2023/24 is the fourth and final year of the NTP. The government hopes that we will use this final year of NTP funding to consider how we will deliver and fund tutoring in our school in the future. The government wants tutoring nevertheless to continue into the long term, providing targeted support for those children who will benefit. They are also considering how they can support delivery of this long-term ambition.

Recovery Premium

Recovery premium is part of the government's package of funding to support pupils whose education has been impacted by COVID-19.

It is a time-limited grant providing over £300 million of additional funding for state-funded schools in the 2021/22 academic year and £1 billion across the 2022/23 and 2023/24 academic years.

It is focused on pupils who are eligible for pupil premium and pupils in specialist settings such as:

- special schools
- special units
- pupil referral units (PRUs)

This is because of the additional impact of the pandemic on these students. However, schools can use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need.

Recovery premium allocations for mainstream schools will be based on pupil premium eligibility. This includes:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds
- children looked after by local authorities, referred to as looked-after children

- children previously looked after by a local authority or other state care, referred to as previously looked-after children

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding direct recovery premium spending where they think the need is greatest

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.

Roles and responsibilities

The Headteacher, Associate 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 and catch-up 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
- Monitoring the attainment and progress of all pupils in relation to catch-up interventions
- Reporting on the impact of pupil premium and catch-up spending to the trustee board on an ongoing basis
- Maintained schools: Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Academies, including free schools: 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

The trustee board is responsible for:

- Holding the Headteacher and Associate Headteacher, to account for the implementation of this policy
- Ensuring the school is using pupil premium and catch-up 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 and catch-up funding
- Challenging the Headteacher and Associate Headteacher to use the pupil premium catch-up funding in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

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

Reporting

Our Headteacher/Associate Headteacher reports termly to:

- the full trustee body
- the trustees' Curriculum and Standards Committee
- the trustees' Safeguarding Committee re- the progress being made towards narrowing the gap by year group for socially disadvantaged pupils
- our trustees ensure that there is an annual statement to parents/carers on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils
This information is available on our school website.

This policy will be reviewed yearly by the Headteacher and Associate Headteacher. At every review, the policy will be shared with the full trustee body.

Appeals

Any appeals against this policy will be through the school complaints procedure.