

St Laurence Church Infant School

Pupil Premium Policy



Approved by: **Curriculum, Safeguarding, Pupil Welfare and Admissions Committee**

Last revised on: **November 2021**

Next review due by: **November 2024**

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 \(2021-2022\)](#), 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](#).

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

3. Purpose of the grant

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

4. Use of the grant

We take a holistic approach to the use of additional funding to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Recommended in the Education Endowment Foundation's Guide to the Pupil Premium, the three-tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils. This forms the basis for our Support Programme. The three key areas are as follows:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies

High Quality Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Crucial to this is an understanding of how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge and fluency in key skills, that are guided by assessment and adapted to the learning needs of pupils are crucial to high quality teaching.

Targeted Academic Support

Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Any additional support is guided by assessment and is continually monitored to ensure it is effective in making a difference to pupils.

Wider Strategies

We also value the importance of strong and meaningful relationships with all our children, in particular, our most vulnerable. We aim to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected, in keeping with our School's Vision; "Everyone to learn and grow with God."

'Social and emotional skills' are also essential for children's development. They support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Making these positive, meaningful connections with all pupils and effective communication between all key stakeholders can help foster curriculum continuity, intelligent use of diagnostic assessment, along with specific planning to address pastoral needs and academic support.

Full details of our Personalised Support Programme with the strategies and initiatives we implement in school for the three-tiered approach can be found in our school's Pupil Premium Strategy Plan which is published on the school website before the 31st December each year.

The Deputy Headteacher co-ordinates the Support Programme and monitors the progress of those children who have been identified as being in receipt of Pupil Premium funding to ensure that the attainment gap is narrowing and that all children are reaching their potential.

The Deputy Headteacher will work closely with all class teachers and support staff to provide support that is tailored to narrow any identified gap between children's learning and attainment as part of the school's Support Programme.

A Link Governor will be identified to liaise with the Deputy Head and to feedback to Governors at relevant Committee meetings. For the academic year 2021-2022 the named Governor is Mr Ian Skidmore. In addition to this the Deputy Head will present information to Governors to enable them to be fully aware of the attainment of children entitled to Pupil Premium funding and to ensure effective use of such funding. Governors are kept informed regarding number of children eligible for Pupil Premium funding, how the funding is being used and the attainment levels of children entitled to funding and those who are not entitled.

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 and using the templates on GOV.UK.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception, Year 1 and Year 2.

Eligible pupils fall into the categories explained below.

5.1 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.

5.2 Looked after children

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.

5.3 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.

5.4 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

6. Roles and responsibilities

6.1 Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher 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

6.2 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

6.3 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

6.4 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 three years by the Deputy Headteacher. At every review, the policy will be shared with the governing board.