



Pupil Premium Policy

Introduction

This policy incorporates the school vision for all of our children to **'be the best they can be'** which is reflected in the desire, commitment and aspirations of the staff and governors to address and overcome socio-economic – or any other external factor – which may hinder children's progress and attainment, and ultimately their life changes.

Our aim, is to provide an **equitable learning environment**, in which pupils are given the support and opportunities needed to **thrive and achieve their full potential**.

The Head Teacher will have overall responsibility for the provision of the curriculum within the school. The day-to-day implementation of the policy is the responsibility of the Pupil Premium Leader.

Pupil Premium

The **DfE** has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our **pupil needs**.

'School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium.'

(Pupil Premium Sept 2021)

We are accountable for the use of this additional funding and ensure that stakeholders are fully aware of how this resource is used to make a difference.

This policy is based on the Pupil premium allocations and conditions of grant guidance 2022 to 2023, the DfE guidance on Virtual School Heads' Responsibilities concerning the Pupil Premium and the Service Premium documents.

Rationale

The **Pupil Premium** is additional funding which is allocated to schools on the basis of the number of pupils who have been **eligible for free school meals (FSM)** at any point over the last **six years** (known as **'FSM Ever 6'**). This includes eligible children of families who have no recourse to public funds (NRPF).

The Pupil Premium is aimed at addressing the current underlying **inequalities** which exist between children from **disadvantaged** backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been **previously looked after**

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(PLAC) by a local authority before being adopted, or who left local authority care on a special guardianship order or child arrangements order. Looked after children (LAC) and also children whose parents are in the regular armed forces (Service Pupil Premium – SPP) are also eligible for funding.

Pupil Premium guidance also states that schools do not have to spend Pupil Premium funding so that it solely benefits eligible pupils. Schools can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but, have had a social worker, or who act as a young carer.

‘Schools must use PPG funding for the purpose of raising the educational attainment of PLAC, LAC and pupils who are eligible for FSM Ever 6 or Service PP. Schools may wish to use a portion of PPG funding to support pupils who do not meet any of the PPG eligibility criteria but have other identified needs, where they deem it beneficial to do so.’

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.

How we will make decisions

In line with the 3-tiered approach in the EEF’s pupil premium guide, our pupil premium strategy statement shows that at Crocketts we:

- Support the quality of teaching
- Provide targeted academic support and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

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

- Recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use some of the latest **evidence based research** on proven strategies which work to **narrow the attainment gaps** 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 **stakeholders** and **Ofsted** are fully aware of how this additional resource has been used to make a difference.
- Encourage **take up of FSM** by working proactively with our parents and carers, in a sensitive and supportive manner to **remove potential barriers or stigma** attached to claiming FSM. We also recognise the vital role that parents and carers play in the lives of their children.

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- **Be committed to the belief** that eligibility and take up of FSM does not equate with children being considered 'low ability' because of their social circumstances.
- Ensure there is **robust monitoring and evaluation** in place to account for the use of the Pupil Premium, by the **school and Academy Council**.
- 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 children who need additional support in a time limited way.
- Use the Pupil Premium for **all year groups** not just those taking examinations at the end of the year.
- Ensure that our most able pupil premium children receive their **entitlement**.

Roles and responsibilities

Responsibilities of the Pupil Premium Leader include:

- Bringing the presence and needs of current disadvantaged pupils to the **attention of staff**
- **Tracking the progress** made towards narrowing the gap between disadvantaged and other children
- Supporting staff with **strategies** for disadvantaged pupils
- Tracking the **provision** for disadvantaged pupils
- Close monitoring of **attendance and punctuality** for disadvantaged pupils, working in liaison with the school attendance officer and family support worker.
- Deploying the **family support** worker to support families where this may be needed.
- Liaise with external partners and agencies, where necessary
- Monitoring and evaluating the provision for disadvantaged pupils to **identify impact** of spending
- Close monitoring and reporting of the pupil premium budget and expenditure
- Provide an **annual report** to the Academy Council.
- Identifying if children new to the school are **eligible** for Pupil Premium funding
- Ensure narrowing the gap is a priority area of focus for the school
- Ensure that pupil premium funding allocated to our school is used solely for its **intended purpose**.

Teachers at Northfield Manor will:

- Know which children are eligible for pupil premium funding in their class
- **Maintain records** for disadvantaged pupils to inform practice and support
- Recommend disadvantaged children for interventions appropriate to their needs
- Provide **effective feedback** in line with the Marking & Feedback Policy

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- Maintain the **highest expectations** of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an **inclusive and collaborative ethos** in their classrooms which enable pupils from disadvantaged backgrounds to **thrive**
- Plan and deliver curricula and lessons to a high standard and support the **acceleration of progress in learning**, so that **gaps can be narrowed** and improvements maintained
- Support disadvantaged groups of pupils in their class through **differentiated planning** and teaching
- **Keep up-to-date** with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement
- Ensure teaching assistants are fully prepared to assess the progress and learning for all pupils, including those requiring **additional support**.
- Meet with the pupil premium leader on a regular basis to discuss targeted children for additional support.

We will provide opportunities for staff to engage in a range of **professional development opportunities** suited to their particular needs and role. This will support them in implementing successful strategies to **accelerate progress of pupils and narrow gaps**.

Academy Councillors

The **designated link governor** will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve meeting with the Pupil Premium Leader to **evaluate the impact of spending**.

We will **publish our strategy statement** on the school's use of the pupil premium in each academic year on the school's website, in line with the DfE's Guidance on using the pupil premium and using the templates on gov.uk.

We are committed to equal opportunities and the objective of this policy is that no person should suffer or experience less favourable treatment, discrimination or lack of opportunities on the grounds of gender, race, colour, nationality, ethnic origin, religious or philosophical beliefs, health status, HIV status, age, marital status, parental status, sexual orientation, political beliefs or trade union membership, class, responsibility for dependents or physical attributes.

Approved by the Academy Council

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Next Review Date: 17/11/26