



William Law C E Primary School

Pupil Premium Policy

Policy shared with staff on Intranet

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 26th May 2021

Signature:

Policy to be reviewed on: May 2024

This policy is written in line with the Christian values and ethos of our school

1. Introduction

At William Law CE Primary, we have high aspirations and ambitions for our children, and believe that all children have the potential to achieve to the highest level, irrespective of social background.

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.

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.

2. Aims of the Pupil Premium Policy

The Pupil Premium Policy outlines the school's policy for use of the funding to maximise the potential and achievement of those pupils eligible.

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

Our objectives in ensuring that each child eligible for the Pupil Premium receives an education which maximises their potential are:

- To ensure the highest standard of first quality teaching is available to all pupils
- To identify children in need of further support to 'close the gap' between themselves and their peers
- To provide additional intervention for those children identified
- To make, where necessary, additional provision for the social and emotional welfare and development of children eligible for the Pupil Premium
- To ensure that children eligible for the Pupil Premium receive the same accessibility to extra curricular activities and visits as their peers

3. Use of the grant and provision for pupils eligible for the Pupil Premium.

The school has 24% children eligible for pupil premium at the time of writing this policy. The barriers that our pupil premium pupils face are as follows:

- Poor literacy and numeracy skills on entry into the school including a limited vocabulary and oracy skills
- Limited life experiences which contribute to them having poor cultural capital
- Lack of access to uniform, equipment and books
- Parents own educational experiences

The range of provision that the school may consider for the groups of children eligible for the Pupil Premium may include:

- Funding a position of Learning Mentor, to cater for the social and emotional welfare and development for this group of pupils.
- Funding of part time teachers and TA salaries, to provide, amongst other duties, additional intervention to enable this group of pupils to ‘close the gap.’
- Additional intervention groups and 1:1 tuition.
- Provision of materials required for school, such as uniform, PE kits, resources/ activities for use at home.
- Subsidising the cost of day and residential visits for this group of pupils.
- Extra-curricular activities and enrichment activities.
- Actively promoting the engagement of parents/ carers of this group with the school.

This list is not exhaustive, and the school reserves the right to use the funding in other ways it deems suitable, in order to ensure the highest possible levels of achievement for this group of pupils.

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.

4. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS-Year 6.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent January 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 January 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.

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

5. Parental/ Carer Involvement

The relationship between parents/ carers and the school has a crucial bearing on a child's educational progress and the effectiveness of any school-based action. The school will therefore seek to ensure that the parents of children eligible for the Pupil Premium engage fully with the school and that positive and supportive relationships between all parties are fostered. This might include, for example, providing a parent's evening appointment at a different time, or providing additional materials and guidance to support learning at home.

At William Law, we hold structured conversations using the Achievement for All framework, with selected disadvantaged pupils. The aim of this, is to meet with parents of Pupil Premium pupils to fully engage them in the learning and development of their child. If a pupil is selected to receive a structured conversation, then this is instead of parents evening. This is because a structured conversation meeting is between 30-40 minutes every term. At this meeting targets are set for the pupil, school and the parent, these are then reviewed termly. Pupils who are targeted must be underperforming.

6. Monitoring and tracking

The progress of children eligible for the Pupil Premium will be rigorously tracked, in order to ensure that early intervention is put in place to close the gap between their achievement and that of their peers. This monitoring and tracking will include:

- Completion of, on a termly basis, a form detailing provision made for individual children eligible for the Pupil Premium. These will be monitored by the Pupil Premium Leader and SLT.
- A RAG rating of children's progress against that of their peers, to analyse closing of the gap.
- Pupil Progress Meetings with Team Leaders and Pupil Premium Leader.

The Designated LAC teacher is responsible for tracking and monitoring the progress of LAC children and the spending of the Pupil Premium for LAC children. They are accountable to the Pupil Premium Leader regarding the use of the Pupil Premium to support LAC children.

7. Reporting

It will be the responsibility of the designated Pupil Premium Leader to produce regular reports for the Governing Body on:

- The progress made towards 'closing the gap' by pupils eligible for the Pupil Premium.
- An outline of the current provision for this group of pupils, and any amendments to this since the previous meeting.
- An evaluation of the cost effectiveness, in relation to the pupil's progress, made by pupils receiving a particular provision.

The school will ensure that an annual statement to parents detailing how the Pupil Premium funding has been used to 'close the gap' is made available on the school website, in accordance with the legal requirement from the DfE.

8. 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 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

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.

9. Success criteria

The success criteria for the use of the Pupil Premium will be as follows:

- Early intervention and support for pupils eligible for the Pupil Premium.
- Children meeting their individual targets and the gap between them and their peers closing.
- Effective parental- school support.
- An effective system for identifying, assessing and monitoring the progress of pupils eligible for the Pupil Premium.
- A whole school approach to closing the gap for Pupil Premium pupils.

This policy will be reviewed every three years.