



St John's Stonefold CE Primary School, Rising Bridge

Whole School Policy for Pupil Premium	
Written By	F Brady
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Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

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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 \(2017-18\)](#), 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 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.

4. Principles

We are committed to meet the academic, social and pastoral needs of all pupils at St John's Stonefold CE Primary School. We will ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and that there is a commitment to closing the achievement gap between socially disadvantaged pupils and the rest.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or

qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We acknowledge that not all pupils who qualify for pupil premium are at risk of underachieving academically: provision for such pupils may take the form of enhancement or cultural enrichment.

5. Our School:

The amount we receive for pupil premium varies year on year and is dependent on how many pupils are eligible for pupil premium at a given time

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

‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

However, we are accountable for the use of this additional funding.

6. Use of the grant

Every year we consider the most appropriate use of the pupil premium funding. To do this: we take our school context into consideration; the particular needs within the school at a given time and what the data is showing about where support is required. This is captured in our pupil premium strategy. We 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.

Our pupil premium strategy is available here: www.stonefold.lancs.sch.uk

The range of provision the Headteacher and Governors may consider making for this group of disadvantaged pupils could include:

Achievement and Standards: Work including additional class based or intervention work to accelerate progress of targeted groups or individuals. For this we may have to fund teaching assistants; intervention tutors or purchase particular resources for groups. We base this on what the internal data of the school is telling us and utilise resources to support appropriately.

Pastoral Support: which undertakes work to raise self-esteem, extend their personal skill and support children to make appropriate choices in order to maximise their learning potential. This links to mental health and ensures that we provide particular children with the emotional support that they require in order that they can achieve academically.

In School Enrichment: providing opportunities for enrichment and enhancement experiences- which serve to give individuals life opportunities and to enhance their overall learning and development.

Out of hours/Extra-curricular Enrichment: to ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve their self-confidence and motivation for school.

7. 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.

7.1 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.

7.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

7.3 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.

7.4 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

7.5 Early Years pupil premium funding

The Early Years Pupil Premium (EYPP) gives providers additional funding to support disadvantaged three and four-year-old pupils.

Three and four year olds will be eligible for EYPP if the child receives the universal 15 hours entitlement and they meet any of the following criteria:

their family gets one of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they are not also entitled to Working Tax Credit and
- have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit – For places starting in the summer term of 2018 (on or after 1st April 2018), or any subsequent term, if a parent is entitled to Universal Credit they must have an annual net earned income equivalent to and not exceeding £7,400, assessed on up to three of the parent's most recent Universal Credit assessment periods. Further guidance on checking eligibility is set out below.
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through: an adoption order, a special guardianship order or a child arrangements order

If a child qualifies for EYPP under more than one set of criteria they will only attract the funding once.

8. Roles and responsibilities

8.1 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

8.2 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

The pupil premium expenditure is discussed within the finance committee every term but it is also shared with the whole governing body. The link pupil premium governor is: Shirley Adams

8.3 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
- 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 curriculum 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, especially for those who find aspects of learning difficult and are in danger of falling behind,

8.4 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.

9. Monitoring arrangements

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the governing board. 'The use of funding for Pupil premium pupils' and the 'Pupil premium Strategy' will be updated on a termly basis and will be reported to governors.

10. Disseminating the policy

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff

11. Appeals procedure

Any appeals against this policy can be made through the governor's complaints procedure.