

# Caroline Haslett Primary School & Faraday Club



## Pupil Premium Policy

**Date of Issue; January 2024**

**Date of next review: January 2025 (or earlier in the event of legislation changes)**

**Approved by the Headteacher on: \_\_\_\_\_**

**Signed: \_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_**

**Approved by the Governing Board on: \_\_\_\_\_**

**Signed: \_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_**

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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 [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](#).

## 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. Use of the grant

Our spending strategy is informed by research evidence regarding the effectiveness of provisions eg. Sutton Trust Toolkit, the [guide published by the Education Endowment Foundation \(EEF\)](#) . This is outlined in the schools Pupil Premium Strategy.

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide [high quality teaching/targeted academic support/wider strategies].

Our activities aim to:

- support the quality of teaching, such as staff professional development;

- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

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

When making decisions about the use of the Pupil Premium funding, we:

- consider the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face eg. less support at home, weak language and communication skills, lack of confidence, poor punctuality and attendance. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.
- use evidence, including learning from what works in our school [monitoring and evaluation].
- address a wide range of needs, and take group and individual needs into account.
- engage with parents to take their views on their child's needs into account.
- make sure the school uses its pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for individual pupils, based on evidence).
- integrate pupil premium interventions into the curriculum.
- make sure all staff promote the principles and ethos of the pupil premium strategy.

Examples of interventions used in school, are:

- Providing extra 1-to-1 or small-group support
- Running catch-up [booster] sessions before or after school (reading and maths)
- Providing extra tuition where needed ahead of SATs
- Funding educational trips and visits
- Funding music lessons and extra-curricular club places
- Funding places at our breakfast and after school club and holiday play scheme
- Providing wider life opportunities to build our children's cultural capital.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: <https://www.haslett.org.uk/our-school/pupil-premium>

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Early Years Foundation Stage to Year 6.

Eligible pupils fall into the categories explained below.

### 5.1 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 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.

## 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 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

## 5.4 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

# 6. Roles and responsibilities

## 6.1 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- 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 annually by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.