



Pupil Premium Policy

Castle Hill Primary School October 2021

Miss H Cocker and Mrs J Hartley
Pupil Premium Champions

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| Name of Responsible Manager / Headteacher: | Mr John DF Martin |
| Policy Owner: | Miss H Cocker Mrs J Hartley |
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Inclusions Statement

At Castle Hill Primary School, all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations, whatever it takes.

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Aims

This policy aims to:

- Raise the attainment of disadvantaged pupils
 - Ensure that disadvantaged pupils make expected progress in English and Maths
 - Ensure that disadvantaged pupils have equity of opportunity in school
 - Ensure that barriers to learning are identified and addressed
 - Promote the emotional wellbeing of disadvantaged pupils
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Legislation and Guidance

This policy is based on the [pupil premium conditions of grant guidance 2021-22](#), 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](#).

Purpose of the Grant

The Pupil Premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils of all abilities to reach their potential and to support pupils with parents in the armed forces.

The school will use the grant to support these pupils in narrowing any attainment gaps between them and their peers. 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.

Use of the grant

Decisions on how to spend Pupil Premium funding are informed by evidence of what works well for disadvantaged children. This evidence includes:

- Research evidence, most notably the [Education Endowment Foundation's Guide to the Pupil Premium](#) and the [EEF Teaching and Learning Toolkit](#). Other research evidence comes from the research of prominent figures from the Pupil Premium community and from research relating to specific interventions. Research evidence is always considered in the context of the school and in light of the specific challenges and barriers faced by the pupils in our school community. This ensures that spending decisions meet the particular needs of the school.
 - Guidance from Virtual School and the DfE (itself based on research evidence).
 - In-house monitoring of strategies and evaluation of what has worked well for particular groups and individuals.
 - Analysis of national test data (EYFS, KS1, KS2), other standardised tests (PIRA, PUMA) and teacher assessment (Milestone data).
 - Views of pupils, teachers, governors, parents and the wider community.
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Funding is allocated based on the EEF's Tiered Approach (50% teaching and learning, 25% targeted interventions, 25% wider strategies), although funds are not always split exactly according to the 3-part model.

Examples of how funding is spent include CPD for teachers, monitoring and feedback from PP Leads to ensure HQIT, target setting and Individual Pupil Profiles, small group and 1:1 tuition, targeted interventions, ELSA, FEIPS, funding for school trips, funding for extra-curricular activities, breakfast club.

We publish our strategy on the school's use of Pupil Premium funding for each academic year on [the school website](#), in line with the DfE's requirements on what maintained schools must publish online and using [the latest strategy reporting template](#).

Eligible pupils

Pupil Premium funding is allocated to the school based on the number of eligible pupils in YR-Y6. Eligible pupils fall into the categories explained below:

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 and who would not have otherwise received free lunches.

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 one day, based on the looked-after data return in March.

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 arrangement order.



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 six years.
- Who are in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

Roles and responsibilities

Senior Leadership Team and Pupil Premium Champions are responsible for:

- Keeping the 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 in 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 Pupil Premium to assess the impact of the school's use of funding.
- Reporting on the impact of Pupil Premium spending to the Governing Body on a regular 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 disadvantage pupils and raising attainment.

The Governing Body 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.
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- 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.

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.

Monitoring arrangements

This policy will be reviewed annually by the Pupil Premium Champions and will be shared with the Governing Body.

Links with other policies

This policy is linked to the following policies:

LAC

Inclusion

Safeguarding

Behaviour

Attendance
