

## Terms of Reference for the Pupil Premium Lead Trustee of the Board of Trustees of the United Schools Trust

Agreed at the meeting of the full board of trustees meeting on 13 September 2021. The Pupil Premium Trustee continues to be David Barnett and Marcus West is the Deputy Pupil Premium Trustee

Review date: September 2022

These terms of reference should be reviewed annually by the Trust Board and when there are any changes to the Board's membership.

### **Duties which are delegated to this trustee:** *(Governance Handbook)*

Trust boards may use their powers to delegate functions and decisions to individual trustees. It is the overall Trust Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

The purpose of the pupil premium is to narrow attainment gaps between pupils eligible for the premium and their peers. Boards should ensure that pupil premium funding is being spent on improving attainment for eligible pupils. It is the responsibility of the Trust Board to ensure that the school's Pupil Premium Strategy is established to address the barriers to learning identified in their setting.

### **D** Delegated to Lead PP Trustee    **R** Make Recommendations to Full Board

Note from The Governance Consultancy Team: The level of delegated decision making given to an individual needs to be agreed by the full trust board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the lead trustee making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the lead trustee and the full board. **All delegated decisions must be reported to the full board through notes from the PP Lead.**

The Pupil Premium Trustee will undertake appropriate trustee training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
To be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, how much money is allocated to the school and which groups of pupils attract the premium. Ensure school has identified all children eligible for the pupil premium including those eligible for the early years pupil premium funding where there is a school-run nursery provision; Pupil Premium Plus for Children in Care/adopted children and Service Premium for pupils with parents in the armed forces.	<b>D</b>

To keep the board up to date with work undertaken by the Pupil Premium Trustee through regular (at least termly) written reports supplied to the Board.	<b>D</b>
To ensure that the school appoints a staff member as the Pupil Premium champion and provides appropriate training for this individual.	<b>D</b>
To act as a trustee champion for disadvantaged children during board meetings and trustee monitoring visits in order to ensure this remains a priority in all aspects of decision making.	<b>D</b>
To ensure that the school website is compliant in relation to the statutory requirements to publish the Pupil Premium strategy and a meaningful summary is published detailing how funding is used and the difference it is making.	<b>D</b>
To monitor and ensure that all staff are aware of the school's Pupil Premium strategy.	<b>D</b>
To work with the staff Pupil Premium champion and the leadership team to ensure that a pupil premium strategy is developed for approval by the board which: <ul style="list-style-type: none"> <li>• Identifies the barriers faced by pupils eligible for Pupil Premium funding*</li> <li>• Gives details of how the resources are to be allocated</li> <li>• Gives an overview of the actions to be taken</li> <li>• Gives a summary of the expected outcomes</li> <li>• Identifies ways of monitoring the effectiveness of these actions as they are ongoing and notes who will be responsible for ensuring that this information is passed to the Pupil Premium trustee and the board</li> <li>• Explains what will be evaluated at the end of the action and what measures of success will be applied</li> <li>• Allows the SLT and the board to know and be able to intervene quickly if outcomes are not improving in the way that they want them to.</li> </ul>	<b>R</b>
To monitor spending of the Pupil Premium, ensuring the money is spent in identifiable ways to support target groups of pupils.	<b>D</b>
Monitor the short term uses of the funding (e.g. with Year 6 or 11) and the longer term uses (e.g. with Year 5 or 10 and below). Is the balance right?	<b>R</b>
To challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources.	<b>R</b>
To have knowledge of what systems are in place in the school for evaluating the impact of pupil premium and how this is reported to the board.	<b>D</b>
To monitor the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.	<b>D</b>
To understand relevant school pupil performance data that shows progress of different groups over time in order to challenge headline data for Pupil Premium pupils in all year groups across the school, not just at the end of key stages.	<b>D</b>
To support the school in developing positive family and community links in order to raise aspirations for pupils eligible for Pupil Premium funding and celebrate the achievement of all pupils including vulnerable groups.	<b>D</b>
To monitor attendance, punctuality and behaviour (particularly exclusions) of pupils eligible for Pupil Premium funding and the effectiveness of action to address any identified issues or patterns.	<b>D</b>
To contribute to strategic planning for future improvements to enhance the progress of disadvantaged pupils and report to the board with recommended improvements; recommend a timeline for the next pupil premium strategy review.	<b>R</b>

\* Barriers might include literacy or numeracy; behaviour for learning; self-esteem or confidence issues; home environment; lack of access to basic school equipment; punctuality or attendance;

social integration issues; geographical issues; community issues; lack of a positive role model at home; lack of engagement, interest or aspiration.