



Policy Title:	<b>Pupil Premium Policy</b>
Version:	2.0
Member of Staff Responsible:	Assistant Headteacher (Quality of Education)
Approval Level:	Full Governing Body
Status:	Statutory
Date adopted by governing body:	16 <sup>th</sup> April 2015
Cycle of Review:	Annually
Date for next review:	May 2025

## Change Record

Version	Date	Description
1.1	FGB (F&P) 14 Apr 16	Amendment to Aims and Effective use of Pupil Premium sections
1.2	FGB (6 Apr 17)	New section: Outcomes – Quality First Teaching
1.3	Apr 2018	Terminology updated – learning manager to Subject Leaders, Principal to Executive Headteacher, pastoral officer to Student Services
1.4	Mar 2019	Reviewed - nomenclature updated
	Mar 2020	No changes
1.5	May 2021	Addition of tiered approach from DfE information/EEF and further terminology updates.
1.6	May 2022	Addition of further updates for reporting PP spending and the role of the data manager.
2.0	May 2024	Significant updates to the policy using guidance and model policy from the Key.

**“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”**

## **PUPIL PREMIUM POLICY**

### **Aims of the policy**

This policy aims to:

- Provide background information about the pupil premium grant so 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.

### **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](#).

### **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 they can reach their full potential.

### **Use of the grant**

The Pupil Premium funds will be clearly identified in the budget. Funding from one academic year can be carried forward into the next year, as long as this is part of the same strategy. The Finance/HR Manager closely tracks how the funding is spent to ensure cost effectiveness. Updates on the spending of pupil premium funds will be shared on a half-termly basis.

At the beginning of a new strategy statement cycle, the previous cycle is evaluated to look at areas that were particularly effective to inform decisions on future pupil premium spending.

To ensure the most effective use of the grant, we consider the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face. For example, in our context, barriers include lower levels of literacy, lower attendance to school and lower aspirations of disadvantaged students. However, in line with our ethos of knowing our students as individuals, the needs of individuals within the group are also considered, for example students with EAL. • Not all students who receive the Pupil Premium funding will be underachieving. Students who are high ability may have the funding spent on activities to stretch and challenge them.

All of the strategies identified in the strategy statement are informed by research evidence, referring to a range of sources such as the [guide published by the Education Endowment Foundation \(EEF\)](#). Using the EEF research, the funding will be used in a tiered approach.

- The first tier looks at improving the quality of teaching in the school, with training and professional development for staff.
- The second tier looks at targeted academic support (for example tuition), as well as resources to support independent work.
- The third tier looks at wider approaches to tackle non-academic barriers to academic success, for example attendance, behaviour and social and emotional support.

The strategies chosen within the strategy will span for more than one academic year (typically three years) to ensure that the strategies implemented are embedded into the school's culture, although they are regularly reviewed to ensure that they remain effective.

#### High-quality teaching

At the heart of an effective strategy is the focus on the provision of high-quality teaching for all vulnerable groups, including pupil premium students, with staff planning to promote the progress of the specific pupil premium students within their classes.

- Any students who are falling outside of the range of expected academic achievement in line with predicted performance targets and grade boundaries will be monitored by class teachers and subject leaders, as well as learning managers where achievement across the curriculum is a concern, and interventions coordinated and put in place.
- If a student has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff and learning managers in order to gauge their level of learning and possible difficulties.
- The student's class teacher will take steps to provide adapted learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching strategies that needs to be applied. Interventions will be monitored, progress assessed and adjustments to adaptations made where necessary.

#### **Provision**

Examples of the range of strategies we may put in place include, but are not limited to:

- Strategies to support improved literacy across the curriculum:
  - Funding for a literacy HLTA
  - Funding for professional development for staff
  - Additional leadership within the English department
  - Lexonik license to support whole-school literacy, focusing on decoding of words to support comprehension
- Further additional learning support hours to allow students to access the curriculum more successfully, through in-class support and targeted interventions.
- Small group support for English and Maths.
- Resources and staffing to support revision for students at key stage 4.
- Careers support and advice to make pupils aware of future opportunities and brilliant club to promote high aspirations for KS3 pupil premium students.
- Additional or specialist resources e.g. specialist software.
- Prioritised access to well-being support with the school counsellor.
- Attendance support to put in place targeted interventions where required.

#### **Strategy statement**

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.

#### **Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in years 7-11. Eligible pupils fall into the categories explained below.

#### 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.

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.

#### Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) 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.

#### 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 arrangements order
- In state care from outside England and Wales before being adopted [This is a new criteria for the 2023-24 financial year]

#### Ever 6 service children

Pupils recorded in the most recent October census with a parent serving in the regular armed forces or 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. It also includes those 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**

#### Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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

#### 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 assistant headteacher responsible for the progress of pupil premium, 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.

### Learning managers

Learning managers are responsible for:

- Conducting interviews with the pupils eligible for the pupil premium to support identifying individual pupil's barriers to success and their ideas for support that could be offered.
- Monitor pupils' academic progress through analysis of assessment data and progress review data, as well as other data that may affect their progress such as their attendance and attitude to learning.
- Ensure regular communication with the parents of pupils eligible for the pupil premium to share updates about their progress.

### Data officer

The data officer is responsible for:

- Ensuring that pupils that are eligible for the pupil premium will be accurately flagged to ensure all staff are aware of the Pupil Premium students and to ensure the correct funding is secured through the October census.
- Producing the monthly tracking updates for AHT for QoE and the learning managers.

### Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis, promoting the principles and ethos of the pupil premium strategy.
- 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.
- Integrating pupil premium interventions into the curriculum.

### **Monitoring and Evaluation**

- The use of the funding will be monitored by the Pupil Premium Link Governor and the governing body.
- The achievement team and staff who use Pupil Premium Funding are responsible for the day-to-day monitoring of the progress of students who receive Pupil Premium funding.
- The Headteacher will produce reports to Governors outlining the progress made towards closing the gap, by year, for Pupil Premium students. Reports will also include any attendance gaps, an outline of provision during the term since the last report and an evaluation of cost effectiveness.
- The Governors will ensure that there is an annual statement to parents, published on our website, outlining how the funding has been used to address the issue of closing gaps for Pupil Premium students.