



**At Thakeham we CARE**

# Pupil Premium Policy

## Thakeham Primary School

<b>Date approved by the Full Governing Body:</b>	<b>July 2023</b>
<b>Review Date:</b>	<b>July 2024</b>
<b>Headteacher:</b>	<b>Will McDonald</b>
<b>Chair of the Full Governing Body:</b>	<b>Tom Gray</b>
<b>Policy written in house by Headteacher.</b>	

## 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. Use of the grant and Definition of Disadvantaged

At Thakeham Primary School we have a clear vision for our school and our use of pupil premium money reflects this. Our policy states that we include children who may be socially disadvantaged but not in receipt of pupil premium money.

Therefore, we have also identified children who

- appear on the vulnerable pupil register with an identified need to do with family circumstances;
- are in a family with an Early Help Plan, Child in Need Plan or Child Protection plan in place;

We therefore use the grant across a range of disadvantaged pupils. We define disadvantaged as being about pupils who:

- have special educational needs and disabilities (SEND)
- meet the definition of children in need of help and protection
- receive statutory local authority support from a social worker
- meet the criteria for pupil premium funding, including:

- Pupils claiming free school meals at any point in the last 6 years
- Looked-after children or previously looked-after children
- Children who left care through adoption or another formal route

Our use of Pupil Premium is therefore guided by the following principles:

- FSM will be the priority indicator for targeting or prioritising pupil interventions, but will also refer to those above.
- The aim of closing the gap will be achieved where actions result in vulnerable pupils and their families being more included as part of the school community, not less. Actions should therefore aim to bring pupils and families from our community together. For this reason, we also spend pupil premium money that supports our children to take part in extra-curricular activities. It also fits in with the research that shows how important it is for families to be on board with school.
- While some actions focus directly on learning, other actions will be planned to support other factors which may impact on pupil achievement less directly, for example, social, emotional, cultural or economic factors. We believe strongly that these factors need to be right before effective learning can take place.

The Pupil premium grant can be and is used in a variety of ways.

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits
- Funding whole school initiatives to support quality first teaching

This is detailed each year in Thakeham Primary school's pupil premium report. We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available on our website.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS, year 1, 2, 3, 4, 5, 6

Eligible pupils fall into the categories explained below.

### **5.1 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.

### **5.2 Looked after children**

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

### **5.3 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.

### **5.4 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

## **6. Roles and responsibilities**

### **6.1 Headteacher and senior leadership team (SLT)**

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

## **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

## **7. Monitoring arrangements**

This policy will be reviewed annually by the SLT. At every review, the policy will be shared with the governing board.