Pupil Premium Policy

Chetwynd Junior School

Approved by:	Stephanie Lawes	**Date:** 02.02.23
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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 2022 to 2023, 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.

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, such as the guide published by the Education Endowment Foundation (EEF)
- We support the quality of teaching, such as staff professional development for all subject leads to enhance our whole curriculum; SEL training, the teaching of phonics
- Provide targeted academic support, such as tutoring; and internal interventions to address specific barriers to learning
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support through our Wellbeing and Mental Health programme, our work with vulnerable families through our Parent Support Adviser, Forest Schools programme
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Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- We consider the context of our school and the main challenges or barriers our disadvantaged and vulnerable pupils face
- We use evidence, such as learning from what works in our school, to inform our decisions on pupil premium spending
- We 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
- We 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 your pupils, based on evidence)
- Make sure all staff promote the principles and ethos of the pupil premium strategy

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra 1-to-1 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)
- Providing extra tuition where needed (ahead of national assessments such as SATs)
- Funding educational trips and visits

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.chetwyndjuniorschool.co.uk/pupil-sports-premium/

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 3 to Year 6.

Eligible pupils fall into the categories explained below.

5.1 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 but would not have otherwise received free lunches.

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 Children who are Looked-after (CIC – Child in Care)

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

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then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Children Post being looked-after (PCIC – Post Child in Care)

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.

5.4 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 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

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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:

- Identifying the eligible children looked-after and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each Child's looked-after educational setting to put together a personal education plan, agree how pupil premium funding will be spent to the 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 every two years by the Head Teacher At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Pupil Premium Strategy

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