



# **Greenfield Primary School PUPIL PREMIUM POLICY**

**Approved by Governors (date) .....**

**Signed on behalf of the Governing Body .....**

**Chair of Governors**



# **GREENFIELD PRIMARY SCHOOL**

## **PUPIL PREMIUM POLICY**

Our pupil premium strategy is rooted in the whole-school ethos and commitment to the creative curriculum and securing the best possible learning outcomes and cultural capital for all pupils.

### **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

### **Legislation and guidance**

This policy is based on the pupil premium conditions of grant guidance, 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.

## **1. PUPIL PREMIUM GRANT**

### **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.

### **Use of the grant**

At Greenfield Primary School, the priorities for pupil premium spending are:

1. Teaching and Learning and the Professional Development of teachers

2. Targetted academic support: structured and timely intervention
3. Wider strategies: supporting behaviour, pastoral support and pupils' involvement in the life of the school.

We will:

- We place the child's needs at the centre of decision making
- Undertake a proper analysis of where pupils are underachieving and why and use appropriate interventions to target underachievement and challenge for each child to meet their potential, documented in their individual pupil premium plan.
- Continually look at good practice, evidence based research and resources from the Education Endowment Foundation and learning from what works in our school. This will enable us to identify a range of effective activities.
- Focus on high-quality teaching, with quality teacher intervention.
- Use data to continually check on the effectiveness of spending and interventions.
- Have a systematic focus on clear pupil feedback and advice for improving their work.
- Ensure that all teachers plan for the needs of the pupil premium children in their classes so that they can take responsibility for their progress.
- Link the spending to other school strategies for improving attendance, behaviour, family links and support.
- Ensure that Performance management of staff includes discussions about pupil premium children.
- Liaise with parents/carers and consider ways in which we can support families with learning needs e.g homework clubs, resources, IT access

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.

The grant is not a 'hardship' fund. We will support parents in sourcing help from community charities, recycled uniform groups etc. where appropriate.

### **Eligible pupils**

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

Eligible pupils fall into the categories 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. It does not include pupils who received universal infant free school meals

but would not have otherwise received free lunches.

### **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

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

- Providing extra one-to-one or small-group intervention and support
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing pastoral support such as counselling, speech and language therapy
- Funding educational trips and visits
- Funding for ex-curricular activities and clubs such as sports, music and holiday clubs
- Funding for school uniform, reading books, other resources to support learning

## **2. PUPIL PREMIUM PLUS**

Pupil premium plus is allocated to:

### **Looked after children**

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

Personal Education Plan (PEP) meetings will agree the use of Pupil premium plus for Looked after children.

### **Post-looked after children**

Pupils recorded in the most recent October 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.

Children adopted from care under the age of 5 who are attending an early years provider are also eligible.

Some examples of how we may use the pupil premium plus grant include, but are not limited to:

- Therapeutic input e.g. art, play therapy
- Counselling (where this is not and will not be CAMHS involvement)
- Private lessons particularly where the child can gain an accreditation e.g. music, dance
- Equipment for the child's sole use to support the learning of a skill e.g. musical instrument, sports equipment
- Contribution towards residential trips (only if all other educational needs are being met)

Pupil premium plus will not be spent on:

- School dinners
- Activities including clubs, hobbies and family days out
- Day to day transport
- Laptops, clothing and school uniform

Greenfield Primary school will refer to support and specialist agencies in considering the best approach for post LAC, such as PAC-UK.

An annual adopted from care meeting will agree the use of Pupil premium plus for post looked after children.

### **3. EARLY YEARS PUPIL PREMIUM**

The Early Years Pupil Premium (EYPP) is additional funding for early years providers to improve the quality of education they provide for disadvantaged 3 and 4 year olds receiving the Free Early Education Entitlement (FEEE).

The Sutton Trust claims that children from disadvantaged backgrounds can start school 19 months behind their peers, but that good quality childcare can help to reduce this gap and have a significant benefit in terms of a child's development.

This additional investment is to help early years providers raise the quality of their provision and aims to narrow the attainment gap between 3 and 4 year olds from disadvantaged backgrounds and their peers.

Greenfield Pre-school accepts children who are funded by FEEE and will claim the EYPP for eligible 3 and 4 year olds.

#### **Eligible children**

Children will be eligible if they are 3 or 4 years old, receiving Free Early Education Entitlement (FEEE) with any OFSTED registered childcare provider and their parents are in receipt of one or more of the benefits below:

- Income Support

- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit, provided you have an annual net earned income of no more than £7,400

Greenfield Pre-School will identify eligible children and eligibility will be checked by the local authority.

Children will also be eligible if they have been:

- Looked after by the local authority for at least one day
- Have been adopted from care
- Have left care through special guardianship; and subject to a child arrangement order setting out with whom the child is to live (formerly known as residence orders)

For these children, local authorities cannot check such eligibility through the DfE's eligibility checking system. We will request written evidence from parents of their eligibility.

### **Looked After Children**

If the child is looked after, the EYPP payment will be automatically paid by the Local Authority. An Improvement Advisor will also be allocated to the provider to

- Support developing and implementing an EYPP Action Plan
- Track the progress of the child

Once a child is eligible for EYPP they will then continue to receive this until they transfer to school and we encourage parents of children who are eligible for EYPP to check eligibility for pupil premium when they start at primary school.

## **4. ROLES AND RESPONSIBILITIES**

### **Head teacher and senior leadership team**

The head teacher 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
- Ensuring that the Pupil Premium Lead, SENCO and Attendance Improvement Officer

liaise with teachers as needed

- 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

### **Governors**

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
- 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

### **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
- Gaining support from the Pupil Premium Lead, SENCO and Attendance Improvement Officer as needed

### **Virtual school heads**

Virtual school heads are responsible for managing pupil premium plus funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:



- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium plus funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium plus 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. Some funding may be retained by the Virtual School and this is advised annually.

### **Monitoring arrangements**

This policy will be reviewed annually by the Learning and Wellbeing committee of the governing body, following the publication of the conditions of grant by the Education and Skills Funding Agency.

Version	Date	Comment
V4	Date created: 20/9/2021 Review date: September 2022	