



Pupil Premium Policy

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Guidance referenced	The Key Pupil Premium Policy update 2021
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Reviewed and approved by	The Children's Achievement and Wellbeing Committee on behalf of The Board of Trustees of Cleves School
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Introduction

Our vision is that all pupils leave Cleves inspired and equipped with the skills, knowledge and emotional well being they need to take on the challenges of a changing and ever more competitive world. We know that not all children start on a level playing field at Cleves so we are committed to removing barriers to learning that could hinder or exclude disadvantaged pupils from achieving this goal (or their potential). We aim to promote an equality of opportunity ensuring every disadvantaged pupil gets the support they need.

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 \(2021-22\)](#), 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 academies should publish online](#), and complies with our funding agreement and articles of association.

3. Purpose of the grant

Introduced in 2011, 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 reasons for the grant are based on research showing that children from low-income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children.

The Pupil Premium grant is intended to directly benefit the children who are eligible, helping to close the achievement gap between them and their classmates; and their peers nationally. The school uses the grant to support these groups, which comprise pupils with a range of different abilities. We 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

When deciding how Cleves School uses the Pupil Premium Grant, we use evidence to inform our decisions on pupil premium spending. For example, by using evidence-based research and resources from the [Education Endowment Foundation](#), and learning from what works in our school.

4.1 Aims

Cleves school has chosen to spend the Pupil Premium grant to support and overcome the barriers to success for our Pupil Premium children. The focus of support is on the following areas:

- Higher rates of progress so that the children perform as well as or better than their peers
- Higher rates of attainment so that the children perform as well as or better than their peers
- Improving the wellbeing of pupils and low aspirations issues for pupils
- Increased attendance rates for pupils eligible for the Pupil Premium grant

4.2 Allocation

Common ways in which Cleves School may use the grant include, but are not limited to:

- Funding educational trips/visits, immersion days & residential
- Funding an extracurricular activity for each pupil
- Funding specialist support to children (and parents) such as support and advice from a counsellor, a speech and language therapist and a physiotherapist
- ICT Provision to boost the children's learning such as Chromebooks and Kindles
- Providing specialist interventions out of or within the classroom run by Learning Support Assistants, one to one or in groups which include evidence based interventions such as Read, Write, Inc and Numicon interventions.
- A literacy specialist employed to work with identified children who are at risk of underachieving in reading and writing.
- To raise the self-esteem or confidence of an individual through the use of the nurture room
- Access to breakfast, extra-curricular and holiday clubs
- Homework club and maths tuition

We 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. Our pupil premium impact report is available here <https://www.cleves.co.uk/about-cleves/pupil-premium/>

4.3 Rights of the school

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.

Pupil Funding will be allocated following an analysis which will identify priority classes, groups or individuals. This means that not all children receiving the Pupil Premium Grant may be in receipt of interventions at any one time.

5. Eligible pupils

The Pupil Premium Grant is allocated to the school based on the number of eligible pupils in years 3-6.

Eligible pupils fall into the categories below:

5.1 Free school meals

Pupils recorded to be currently eligible for free school meals in the most recent January census.

5.2 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).

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.3 Looked after children

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

5.4 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.

5.5 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. Funding

The Pupil Premium grant is paid directly to schools apart from the funding for the children who are currently in local authority care. It is the responsibility of the school to decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

The Pupil Premium Plus grant (for the children who are currently in local authority care) must be managed by the designated Virtual School Head (VSH) in the local authority that looks after the child. It should be used without delay for the benefit of the looked after child's educational needs as described in their personal education plan.

The Education and Skills Funding Agency (ESFA) allocates the Pupil Premium grant to schools and local authorities in the following amounts:

- £1,345 per pupil for each FSM (Free School Meals) or Ever 6 pupil aged 4 and over in year groups reception to year 6 (except where the pupil is allocated the LAC or post-LAC Pupil Premium Plus grant)
- £2,345 per pupil where the pupil is allocated the Pupil Premium Plus grant for LAC or post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either an Ever 6 service child or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

7. Roles and responsibilities

All schools have to show that they are using their Pupil Premium funds appropriately. The Government believes that Headteachers and school leaders should decide how to use the Pupil Premium grant. Schools are held accountable for the decisions they make through:

- The annual performance tables which show the attainment and progress made by children who are eligible for the pupil premium grant compared with their peers
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who are disadvantaged
- Ofsted inspections
- The new impact report for parents is published online. Here it is outlined how much money was allocated in the previous year. Also it details how the school spent the previous year's allocation and how it is making a difference to the attainment of disadvantaged pupils.

The responsibilities of school staff are as follows:

7.1 Trustees

The Board of Trustees are 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 Grant, 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 Grant
- 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

7.2 Headteacher and the 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 Board of Trustees on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

7.3 Class teachers

- Identify pupils in their class and maths set
- Under the guidance of the Headteacher, deputy Headteacher and the Pupil Premium coordinator, complete and update the Pupil Premium profiles for children in their class/maths set
- Under the guidance of the Headteacher, deputy Headteacher and the Pupil Premium coordinator, regularly conference with children in their class/maths set
- Arrange reviews with parents where appropriate

- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for the Pupil Premium Grant
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

7.4 Other school staff

- 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 class teachers/the senior leadership team as appropriate
- Sharing insights into effective practice with other school staff as appropriate

7.5 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. Virtual school heads are in charge of promoting the educational achievement of all children looked after by the local authority they work for.

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 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 funding is raising the achievement of looked after children

8. Reporting

8.1 Trustees:

It is the responsibility of the Headteacher to produce termly reports for the governing body on:

- The progress made towards closing the gap, by year group, for this group of pupils.
- An outline of the provision that was made during the term since the last meeting.

It will be the responsibility of the main governing body to ensure an outline of the school's progress towards closing the gap for disadvantaged pupils is given to the trustees on a termly basis. The final decision for this will be made by the Headteacher and the Pupil Premium funding committee.

8.2 Parents and carers

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Pupil Premium and the extra support that they receive.

9. Monitoring arrangements

This policy will be reviewed every two years by the [Headteacher, deputy Headteacher and Pupil Premium coordinator. At every review, the policy will be shared with the governing board.

10. Links with other policies

This policy is linked to the following:

- Attendance policy
- Behaviour policy
- Child Protection and Safeguarding policy
- Equality policy
- SEND policy