



Vision

(Rooted in Mark 4:30-32)

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Belonging, Believing and Becoming

Pupil Premium Policy

Approved by:	LGB	Date:	October 2021
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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 conditions of grant guidance \(2021-2022\)](#), 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

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

- The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government (see Section 5). The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation (EEF) research recommendations. The EEF recommend that the Pupil Premium should be utilised in a tiered approach.
- Teaching
Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
- Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

- Wider strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Context of the school

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced.

At Didsbury CE Primary approximately 7.5%* of the children are eligible for Pupil premium. This is comprised of 4.2%* eligible for free school meals (FSM) see 5.1 (compared to the National Average of 22.4%) and 3.3%* eligible for post looked after pupil premium see 5.3 (compared to the National average of 0.7%). This means our context does not mirror the national picture as we have five times less FSM eligible children but five times more post looked after eligible children than the respective national averages.

*Didsbury CE figures were accurate at the October 2020 census and will change from year to year.

Challenges faced

Common barriers to learning for children eligible for pupil premium, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. With this in mind, we will engage with parents to take their views on the needs of their child into account. The challenges are varied and there is no “one size fits all”.

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

- › Funding whole school initiatives that will benefit all but especially those who are disadvantaged
- › Providing extra one-to-one or small-group support
- › Employing extra teaching assistants
- › Running catch-up sessions after school (for example, for children who need extra help with maths or literacy)
- › Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- › Funding educational trips and visits
- › Funding wider social, cultural and sporting opportunities

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, using the [template on GOV.UK](#).

Information on how the school uses the pupil premium is available here: [Pupil Premium strategy](#)

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

5. Eligible pupils

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.

5.2 Looked after children

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

5.3 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.

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 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

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

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, 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

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 annually by the headteacher or other designated member of the senior leadership team. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

Attendance Policy

Mental health and well being policy

Behaviour policy

