



**A.I.M. HIGH at**



**Aspiration. Inspiration. Motivation.**

## **Pupil Premium Policy**

<b>Policy written</b>	Sep 2024
<b>Agreed by Governors</b>	Oct 2024
<b>Next Review</b>	Oct 2026
<b>Head teacher</b>	Mr S Wright 
<b>Chair of Governors</b>	Mrs E Scorer 

## 1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so 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 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil 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 they can reach their full potential.

## 4. Use of the grant

As a team of adults, working to ensure the needs of our socially disadvantaged children are catered for, we adhere to our Pupil Premium Principles:

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated teaching programme for learners.
- We use our data and school self-evaluation to identify the appropriate provision to be provided by the grant.
- We evaluate, monitor and track the impact of the provision funded by the grant.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In providing support we will not socially isolate pupils. Therefore, some groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- We track the impact of strategies put into place through the funding to ensure maximum value allowing use to effectively monitor, evaluate and review the success of the impact of the pupil premium funding.

We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. In some exceptional individual cases, the funding is used to ensure that barriers to learning for vulnerable children are removed so that the child is able to access the provision provided for them.

Identification of pupils at Whitby Heath Primary will be pro-active in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered and therefore have the best impact. All new pupils to the school will be provided with a form to help us identify if children could be eligible for funding.

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

The use of our funding and approaches aligns with approaches included in the DfE's 'menu of approaches' (see the DfE's [using pupil premium: guidance for school leaders](#))

Our spending strategy is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

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 conditions of grant, and using the templates on GOV.UK. Our pupil premium strategy statement is available here: <https://www.whitbyheath.cheshire.sch.uk/page/pupil-premium/14621>

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils between Reception and 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 (FSM) 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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 Previously looked-after children**

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

## **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 1 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 it is implemented across the school
- Ensuring 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

The Pupil Premium Governor **Gemma Earlam** is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.

### **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.