



The South Hams Federation

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Pupil Premium Policy

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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

Pupil Premium 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.

Service Pupil Premium Grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

Use of the grant alters slightly from year to year depending on the challenges faced by the pupils. The school aspires for all pupils to achieve their full potential and the Pupil Premium Grant allocated is used

to narrow the attainment gaps which currently exist between disadvantaged pupils and their peers.

Our spending strategy is informed by research evidence, referring to a range of sources, including the guide published by the Education Endowment Foundation (EEF)

Some examples of how we use the grant include, but are not limited to...

- Intervention Programmes such as –Accelerated Reader, Little Wandle phonics keep up and catch up, Speech and Language Link, Language for Thinking, Number Sense Maths.
- Teaching assistant support for catch up support.
- Employment of the services of an Education Welfare Officer (EWO) to improve attendance for children where attendance is an issue.
- Online learning platforms such as Times Tables Rock Stars, Number Sense Maths, 1 Decision.
- One to one tuition and very small group tuition.
- Teacher research and development time to impact this group of children.
- Establishing and maintaining strong parent/community links. Support networks for families through homework clubs, parent discussion groups and additional community events.
- Small discounts towards educational trips and visits.
- See the Pupil Premium Strategy for further details, our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

Analysis of the gaps and narrowing the gaps

- At the beginning of all intervention programmes, standardised or diagnostic assessment tests are implemented to monitor the progress of the children and the effectiveness of the intervention programmes.
- Quality First Teaching for ALL.
- Pupil Progress meetings
- Emotional support where needed
- Behavioural support where needed

Evaluation of impact

- › Interventions are monitored, reviewed assessed every term.
- › A review of Pupil Premium spending is carried out on an annual basis
- › A strategy for Pupil Premium spending is carried out on an annual basis

How we will make decisions regarding the use of the Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence -based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs.

As such the strategies we use to raise attainment will take these group and individual needs fully into account.

➤ Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.

➤ Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

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 is available on our school website.

5. Eligible pupils

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

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

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 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 ('ever 6 service children'), 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 Pupil Premium Lead

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure 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 and service 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
- Making sure 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 the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- 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

Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.

- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through planned adaptations and teaching,

especially for those who find aspects of learning difficult and are in danger of falling behind.

- Keep up – to - date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

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 Pupil Premium Lead. At every review, the policy will be shared with the Governing Board.

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education

Endowment F