



## Pupil Premium Policy

<b>Governor's committee responsible:</b>		Pupil Premium	
<b>Date last adopted</b>	12 <sup>th</sup> September 2023	<b>Review Date</b>	SUMMER 2026
<b>Review period</b>	Cyclical – 3 years	<b>Status</b>	Recommended
<b>Based on Surrey model?</b>	Y/N	<b>Policy prepared by</b>	RB

### 1. Introduction

The staff and Governors of Yattendon School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

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 pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), 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](#).

### **3. The 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**

Yattendon is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. This will be described in our 'Vision Statement'.

The rationale for resource deployment is decided by the school, based on the following principles:

- effectiveness and impact so that progress and achievement is maximised for every pupil using the EEF toolkit to inform decision making
- flexibility according to cohorts and the success of interventions
- fitness for purpose when considering impact
- value for money acknowledging appropriate accountability
- equity
- inclusivity

Pupil Premium Funding will be used in the first instance to support the learning and emotional needs of children eligible for the pupil premium, who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the discretion of the leadership team.

The school's leadership team, through year group leaders will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The SEND leaders also involved in this process. We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

- facilitating pupils' access to education - such as providing materials for learning;
- facilitating pupils' access to the school's curriculum – such as providing extra support or intervention;
- support in addition to the provision made in the classroom – such as specific programmes or targeted interventions;
- additional opportunities to enhance or complement the school offer – such as after school clubs, holiday clubs, school residential trips etc.
- alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme
- supporting emotional well-being – such as access to ELSA

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available here: <https://www.yattendon.org/pupil-premium/>

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in years 3, 4, 5 and 6

Eligible pupils fall into the categories explained below.

### **5.1 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).

This includes pupils first known to be eligible for free school meals in the most recent January 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.

### **5.3 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.

### **5.4 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. Roles and Responsibilities**

### **6.1 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
- 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

## **6.2 Governors**

The governing board is responsible for:

- Holding the Head Teacher 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 Head Teacher, 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 Head Teacher 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 Deputy Head Teacher