



Pupil Premium Policy

Policy title	Pupil Premium Policy
Document lead	Sara Gresko
Adopted by Trustees	September 2023
Review date	September 2024

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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 2023 to 2024: conditions of grant for academies and free schools](#), 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

At Bridgnorth Endowed School, we use pupil premium funding in line with the 3-tiered approach in EEF's pupil premium guide, activities are those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring, and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Evidence for decisions made in relation to pupil premium spending to address these barriers is drawn from a wide range of sources but primarily the work of John Hattie, the Education Endowment Foundation (EEF) and learning from what works in our school.

Some examples of how the school may use the grant to address a wide range of group and individual needs include, but are not limited to:

- high quality CPD programme for teachers
- tutoring via the National Tutoring Programme
- Emotional Literacy Support (ELSA)

- Pastoral support
- Monitoring attendance, behaviour and progress with a focus on pupil premium

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.

Information on how the school uses the pupil premium is available here:

<https://www.bridgnorthendowed.co.uk/academic/pupil-premium>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 7 – 11.

Eligible pupils fall into the categories explained below.

5.1 Free School Meals Ever 6

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.

5.2 Specific support for Looked- after Children (LAC)

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

5.3 Specific support for Previously 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 Service Pupil Premium (SPP)

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 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 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, 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 Sara Gresko: SENDCo & LAC Designated Teacher. At every review, the policy will be shared with the board of trustees.

8. Links with other Policies

- Behaviour
- Child Protection and Safeguarding
- Exclusion
- SEN Policy and Information Report
- Designated Teacher Policy