

Presdales School



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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

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.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students with parents in the armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

Use of the grant

We use the grant to support the teaching and learning of our students eligible for pupil premium across the school, for targeted academic support, such as tutoring, and for a variety of wider approaches to increase students' attendance and integration, confidence, aspirations and participation in the experiences and opportunities of the wider school community, including those activities which build students' cultural capital.

Our use of the pupil premium is informed by research evidence, including that found in the [guide published by the Education Endowment Foundation \(EEF\)](#), Ofsted, and outcomes of Hertsforlearning's Great Expectations programme, which promotes and publishes best practice in other schools.

For example, tutoring is one of the most effective tools for targeting academic support. [Evidence](#) suggests that students who receive a course of small group tutoring can make between three and five months' additional progress. It has been the central pillar in the government's Covid catch-up offer, with greatly subsidised tutoring through the National Tutoring Programme to help ensure more disadvantaged students benefit from one-to-one and small group tutoring.

Identification of needs is derived from the school's termly tracking points as well as meetings with students to review their progress, their school experience and aspirations.

We value the voice of the child and our partnership with parents and seek to take parent/carer's views and insights on the needs of their child into account.

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

- providing devices for students to access remote learning, and wider online learning such as homework
- providing extra one-to-one or small-group support in-house or via our NTP partner
- funding resources for departments to support students eligible for pupil premium
- individual support for students for extra-curricular, music tuition, enrichment activities and visits
- staffing and supervision of homework clubs and nurture groups

Each year 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 templates on GOV.UK.

This information on how the school uses the pupil premium is available [here](#)

Eligible students

The pupil premium is allocated to the school based on the number of eligible students in years 7-11.

Eligible students fall into the categories explained below.

- **Ever 6 free school meals**

Students 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 students first known to be eligible for free school meals in the most recent October census.

- **Looked after children**

Students 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.

- **Previously looked after children**

Students 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.

- **Ever 6 service children (service premium)**

Students 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

Roles and responsibilities

- **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 students and supporting students 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 students 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 students and raising attainment

- **Trustees**

The Trust 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 students 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

- **Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all students, including those eligible for the pupil premium
- Identifying students 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

- **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.

Monitoring arrangements

This policy will be reviewed biennially by the AHT with responsibility for Pupil Premium. At every review, the policy will be shared with the Trust board.

The improvement plan for pupil premium will be reviewed termly and updated annually in order to improve the school's outcomes for students eligible for pupil premium.