Suckley School

Pupil Premium Policy

Responsible Person: J Rogers

Date Written: February 2021

Last reviewed: January 2025

Review Schedule: Annually

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 allocations and conditions of grant guidance 2023 to 2024, published by the Education and Skills Funding Agency (ESFA). 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.

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.

Suckley 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.

Use of the grant

The decisions on how to use the pupil premium grant are based upon many factors including:

- Pupil Premium Statement highlights how we spend Pupil Premium Funding. This is backed up through research by the Education Endowment Foundation (EEF) which aligns with a 3-tired approach; supporting quality of teaching, provide targeted academic support and tackle non-academic barriers to academic success. (Thrive, Trauma, EAA's) This 3-tired approach aligns with DFE guidance on using pupil premium funding.
- Academic progress and attainment.
- Thrive/mental health need.
- Engagement with parents/carers to take their views on the needs of their child
- Pupil premium PEP discussions.

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

- Providing extra one-to-one or small-group support through Teacher/TA support.
- 1:1 tutors
- Employing extra teaching assistants
- Purchasing resources
- Small groups or 1:1 thrive.
- Funding educational trips and visits
- Funding English classes for children who speak another language

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: (www.suckleyschool.co.uk)

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils. (12 pupils)

Eligible pupils fall into the categories explained below.

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.

Looked after children

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

Post-looked after children

Pupils recorded in the most recent October 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.

In state care from outside England and Wales before being adopted.

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

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 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

Governors

The governing body is responsible for:

- Holding SLT 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 SLT 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 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

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 (PEP), agree how pupil premium funding will be spent to the 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 by the Designated Teacher for Pupil Premium Children annually. At every review, the policy will be approved by the Governing body.