Pupil Premium Policy

Approved by:	Deborah Williams	**Date:**	20/03/2021
Last reviewed on:	Aug 2026		
Next review due by:	Aug 2027		

Contents

1. Aims 2
2. Legislation and guidance 2
3. Purpose of the grant 2
4. Use of the grant 2
5. Eligible pupils ..... **Error! Bookmark not defined.**
6. Roles and responsibilities 3
7. Monitoring arrangements 4
8. Links with other policies ..... **Error! Bookmark not defined.**

.....

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 conditions of grant guidance (2017-18), 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

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

- Pupil Premium grants will be used to support pupils to overcome barriers to learning which largely relate to Social, Emotional and Mental Health as well as additional learning needs identified through SEN support, EHCPs and Statements of SEN. Grants focus on supporting pupils with some of the following challenges: raising self-esteem through promoting enjoyment and achievement; building learning confidence through one to one tuition; supporting raising and celebrating achievement through educational trips and visits in line with pupils views, wishes and aspirations; purchase of resources to support identified needs (for example: purchase of sensory resources to aid pupils in regulating activities within the classroom).
- Evidence to inform decisions is gained through: EHCPs/Statements of SEN; professional reports (such as Occupational Therapists, Speech and Language Therapists); monitoring of progress and attainment

in school; liaison with the team around the child (care manager, social worker, allocated clinician, school staff); use of evidence based research and resources.

- Grants are agreed to address a wide range of needs, and take group and individual needs into account.
- Smallbrook engage with parents/carers/social workers to take their views on the needs of their child into account when making decisions regarding the use of Pupil Premium. Discussions take place throughout the school year but, occur at least once a term in termly PEP reviews.

Some examples of how the school may use Pupil Premium:

- Providing extra one-to-one or small-group support
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding for equipment that will benefit the student
- Music lessons for disadvantaged pupils
- Help with the cost of educational trips or visits
- Speech and language therapy
- Increase pupils' confidence and resilience
- Encourage pupils to be more aspirational

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

Year 3,4,5,6

Year 7, 8, 9

Year 10, 11 and 12

Eligible pupils fall into the categories explained below.

5.1 Looked after children

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

5.2 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.

6. Roles and responsibilities

6.1 Headteacher and SENCo team

The Headteacher and the SENCo 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.
- 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.
- 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 students.

6.2 Proprietor

The proprietor Richard Power 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 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
- Monitoring and Manages Pupil Premium accounts
- 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:

- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the SENCo and senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

- 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 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.

7. Monitoring arrangements

This policy will be reviewed by the Head teacher Craig Seretny. At every review, the policy will be shared with the proprietor.

Policy Reviewed:	**C Seretny**	**Signature**	**Date**
Next Review Date:	**20/03/21**	**CS**	**20/03/20**
Interim Review Comments: Amended into separate policy from the initial Special Educational Needs and Disability (SEND) Policy 25 /1/19			
Policy Reviewed By:	**C Seretny**		
Next Review Date:	**20/03/21**	**CS**	**20/03/21**
Interim Review Comments: No amendments			
Policy Reviewed By:	**D.Dalton**	**DD**	**16/05/2022**
Next Review Date:	**16/05/2023**		
Interim Review Comments: **Proprietor amended.**			
Policy Reviewed By:	**A.Huxley**	**DD**	**Aug 2023**
Next Review Date:	**Aug 2025**		
Interim Review Comments:			
Policy Reviewed By:	**D.Williams**	**DD**	**Aug 2025**
Next Review Date:	**Aug 2026**		
Interim Review Comments:			
Policy Reviewed By:	**D.Williams**	**DD**	**Aug 2026**
Next Review Date:	**Aug 2027**		
Interim Review Comments:			