

Pupil premium policy

Wheldrake with Thorganby CE Primary School



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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 allocations and conditions of grant guidance 2022 to 2023](#), 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

Many factors are considered when we make decisions on how we use the pupil premium budget at Wheldrake with Thorganby Primary School. We track the progress of children within this group, identifying areas where extra support is needed. We also take on board pupil voice, ensuring that the children's views and feelings are central to the decisions we make. Additionally, we liaise with a variety of professionals, ensuring that the continuing professional development, additional interventions and targeted support we provide are informed by research evidence and a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of pupil premium aligns with the tiered model of approaches described in the EEF's pupil premium guide, prioritising high quality teaching alongside targeted academic support and wider strategies. The priorities of our pupil premium spending are to:

- Support the quality of teaching, through developing a curriculum that responds to the needs of our pupils, prioritise effective professional development on evidence-based approaches, such as phonics and mastery learning, invest in coaching, incentivise staff and invest in appropriate technology and resources to support high quality teaching and learning.

- › Provide targeted academic support, such as tutoring, targeted interventions and deploying our teaching assistants to meet the needs of the children.
- › Tackle non-academic barriers to academic success, such as attendance and behaviour, providing social and emotional support, embedding well thought-out and targeted extra-curricular activities and creating strong relationships and lines of communication with our parents.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

- › The majority of pupils who attend the school are white British and we have relatively low levels of pupil premium funding. For this reason, it is really important that we look at the individual needs of these children. Our curriculum drivers – resilient, kind, aspirational, happy and healthy – are at the core of everything we do and it is the focus of our pupil premium strategy to help disadvantaged pupils achieve these goals. Currently, we have prioritised wellbeing, resilience and self-regulation through a number of strategies, most notably, adopting Zones of Regulation across the school, as we have recognised that if we do not support the emotional needs of our children, they will not be able to make the progress they are capable of.
- › We use evidence from a number of sources to inform decisions on pupil premium spending. For example, we know that using precision teaching techniques for phonics interventions have been particularly impactful in years one and two and therefore we continue to use this method across the school.
- › We know parents know their children best. We place a huge importance on developing relationships with and creating open lines of communication. We aim to actively seek the views of parents and ensure that their children are supported in the best way possible.
- › We strive to use our pupil premium as effectively as possible, considering evidence from a range of sources when, for example, planning interventions or identifying areas for staff continuing professional development. For instance, we intend to have whole school forest school training, which we hope will build resilience and confidence in our children, particularly our disadvantaged children.
- › We integrate pupil premium interventions into the curriculum, targeting out teaching assistant support where it is most needed and ensuring that children are not missing learning within the classroom. Interventions are sharp and focused, often taking the form of appropriate pre and post teaching.
- › We ensure that all staff recognise that they have a collective responsibility for the outcomes of disadvantaged children and for ensuring that all of our children have a positive experience of education at Wheldrake with Thorganby School.

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

- › Providing extra 1-to-1 or small-group support for both academic progress and emotional wellbeing
- › Employing extra teaching assistants
- › Running catch-up sessions after school (for example, for children who need extra help with maths)
- › Investment in schemes to support high quality teaching, such as the Twinkl Phonics scheme
- › High quality staff continuing professional development, such as training on Zones of Regulation and increased independence
- › Employing a pastoral and wellbeing lead

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [WWT Pupil Premium 2021-22.docx](#)
(wheldrakewiththorganbyschool.co.uk)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception to year 6. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils 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 pupils first known to be eligible for free school meals in the most recent October 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 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.

5.3 Post looked-after children

Pupils 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.

5.4 Ever 6 service children

Pupils 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

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 the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

- › 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 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 every three years by the head teacher. At every review, the policy will be shared with the governing board.