



Pupil Premium Policy

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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](#).

- In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

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

Head teachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After pupils and close the attainment gap between them and their peers. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced.

Consequently, we have a clear, strategic approach to the use of pupil premium funding and an action plan formulated which is integrated into wider school support and improvement systems. However, there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. On these occasions, a more bespoke plan is appropriate for individual pupils. Our spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

As advised we started a 3 year strategy plan in September 2019 for pupil premium use, with light touch annual reviews that continued to form the school's pupil premium statement. This helps school leaders to:

- Take a longer view of the support the grant provided
- Aligned plans with the wider school improvement strategy

This enabled greater certainty when planning:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

Principles for the use of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, it is recognised that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- To provide a curriculum, designed to offer maximum flexibility to meet the needs of individuals.
- Ensure staff development and training to ensure that all staff in school are able to provide for each individual child.
- A broad and varied extra-curricular programme to offer experience outside of the classroom to all children.
- Social, Emotional, Mental Health Support where appropriate.
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs. (See the School Charging Policy)
- Providing in school support for children with particular educational needs.
- Additional teaching and learning opportunities through trained TAs or external agencies.
- Family learning opportunities to raise aspirations of families and children where possible.

We will publish our strategy and review on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between F2 and Y6.

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.

If you have a child attending a Sheffield school or maintained nursery, you may be entitled to free school meals if you receive any of these benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- income based Jobseeker's Allowance
- income related Employment Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get Working Tax Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)

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 school's pupil premium strategy on the school website each academic year, as required by the DfE
- 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 annually by the Head of School. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to:

- Accessibility and inclusion policy
- Equalities policy
- SEN and disability policy
- Subject curriculum policies
- Sheffield Virtual School policy