



BARTON Church of England (VA) PRIMARY SCHOOL

PUPIL PREMIUM POLICY

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

At Barton Church of England (VA) Primary School we aim to embed our core values of RESPECT and INTEGRITY, Honesty, Compassion, Enthusiasm, Determination and Teamwork to:

- create a happy, welcoming school community where we recognise, affirm and develop the unique gifts and talents of each individual
- enable everyone to learn, grow and explore the myriad of possibilities that are open to them
- create a safe, purposeful and stimulating learning environment where all can flourish
- recognise and value parents as key educators of their children, fostering positive relationship and strong working partnerships between home, school, the church and the community
- inspire the children through a rounded, exciting, creative curriculum, which draws upon their first-hand experiences and also widens their view of the world
- capture the children's natural curiosity and foster a desire for learning and achievement in a changing and challenging world
- develop a sense of pride, self-motivation, confidence, independence and a love of learning
- value and celebrate diversity within the school and beyond
- enable collective worship to be a creative, reflective, spiritual experience
- promote Christian values, and through them encourage all to develop their sense of personal worth, respect for others and reverence for life
- be an inclusive community which also seeks opportunities to help and support others

2. Legislation and guidance

This policy is based on the [Pupil Premium conditions of grant guidance 2020/21](#) 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](#).

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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

We will ensure that the Pupil Premium information reaches all parents/carers and that the Pupil Premium funding directly benefits those children for whom it is intended, making a significant impact on their education by meeting their academic, pastoral and social needs.

It will be used to provide additional educational (and other) support to improve progress and raise the achievement of these children to at least age-related expectations, especially in Literacy and Numeracy. Our priority will be focused on 'narrowing the gap' for those children not on-track to achieve Age Related Expectations by the end of Key Stage 2 and ensuring that they make at least comparable progress to their peers. It will also be used to ensure that 'high flyers' from the target group achieve their maximum potential and meet or exceed Age Related Expectations.

Pupil Premium funding will be allocated following an annual needs analysis (updated termly) which will identify priority groups and individuals.

We have in place a range of provision to support children who belong to vulnerable groups, including those who are socially disadvantaged. This includes:

- early intervention through targeted programmes to support the development of speaking and listening skills, reading, writing and numeracy
- providing small group work with an experienced teacher or trained TA focused on overcoming gaps in learning
- one-to-one tutoring and/or support for short regular sessions to enable a child to catch up with peers
- additional teaching and learning opportunities provided by teachers, TAs or external agencies
- funding of class teacher release time to work one-to-one with targeted children to accelerate their progress
- additional support for assessments and, training and advice from specialists such as speech therapists and educational psychologists and play therapist
- paying for activities that enable children to participate fully and actively in wider enrichment and extra-curricular activities
- encouraging parental involvement in activities and initiatives that support their child's learning

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- online resources to help with key subject areas of learning
- funding English sessions to support those with English as an additional language

We will publish our strategy 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.

Our Pupil Premium strategy is available here: <https://www.bartonprimary.org.uk/pupil-premium/>

5. Eligible Pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils in Reception through to Year 6. Eligible pupils fall into the categories explained below.

5.1 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.

5.2 Looked After Children

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

5.3 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.

5.4 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, or 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

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- 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 Body 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 the 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

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Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the Local Authority.

6.5 Reporting

The Headteacher (or SENCO) will produce a termly report for the Governors' Standards Committee on:

- the progress made by year group towards 'narrowing the gap' for socially-disadvantaged children
- an outline of current provision
- an evaluation of the cost-effectiveness (in terms of progress made by the children receiving a particular provision) compared to other forms of support.

The minutes of the Governors' Standards Committee including the scrutiny of the termly report will be reported to the Full Governing Body, whose responsibility it will be to judge the overall effectiveness of provision.

The Governing Body will provide an annual statement to parents/carers on how the Pupil Premium has been used. This statement will be published on the School's website.

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher and SENCo. At every review, the policy will be shared with the Governing Body.

8. Links with other policies

This policy is linked to:

Curriculum
Assessment
Differentiation
Marking and Response
PHSE
Educational Visits

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