
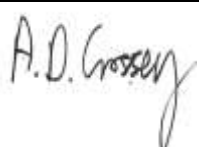


# PUPIL PREMIUM POLICY



<b>NAMED PERSON:</b>	Mr Richard Peel
<b>Last Review Date:</b>	September 2023
<b>Review Cycle:</b>	1 Year
<b>Next Review Date:</b>	September 2024

<b>Mr Keith Harvey</b> Co Chairman of Governing Body	<b>Mr Andy Crossey</b> Co Chairman of Governing Body
<b>Signed:</b> 	<b>Signed:</b> 
<b>Date:</b> September 2023	<b>Date:</b> September 2023

## 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 \(2023-24\)](#), 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](#).

Under the School Information (England) (Amendment) Regulations 2012, Schedule 14 there is specified information which has to be published on the school's website. Section 9 of this regulation requires schools to publish

"The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated."

The above information will be published by the school annually via the "[Pupil Premium Strategy Statement](#)" document, which can be accessed on the school's website. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998 so that individuals or groups of individuals, including children funded by the Service Premium, cannot be identified.

## 3. Purpose of the Grant

The pupil premium grant is additional funding allocated to publicly funded schools to:

- raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- provide support for children and young people with parents in the regular armed forces

This funding is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and children of service personnel.

The school receives £1,035 per eligible student. Children of service personnel receive £335 per eligible student.

## 4. Use of the Grant

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps for our students. New measures have been included in the performance tables and are published annually on a national level. They capture the achievement and progress of disadvantaged pupils covered by the Pupil Premium.

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. The funding is not allocated specifically to a student, but is used by the school to support these groups, and where mutually beneficial, the wider school community

We 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.

## **Context:**

- The Buckingham School has a significant proportion of pupil premium pupils, though this proportion is lower than the national average.
- There is significant variation as to the proportion of pupil premium pupils in each year group.
- Whilst many achieve successful outcomes, we have identified 7 key challenges among our disadvantaged pupils:
  1. Lower levels of achievement on entry to the school, which continues to grow during KS3 and KS4
  2. Pupil Premium students can exhibit a range of social and emotional issues
  3. Lower levels of attendance
  4. Lower reading ages on entry to the school
  5. Home learning environments, social capital and parental engagement
  6. The impact of Covid19 and school closures
  7. Attitude towards learning
- During lockdown, there is evidence that the significant strides the school has made in closing such gaps has partially been reversed, for example Level 2 outcomes
- A rising proportion of pupils join the school in Year 7 with a reading age below their chronological reading age. A lack of literacy skills is impacting on pupils' progress and attainment.
- A significant proportion of the school body, including disadvantaged pupils do not live in Buckingham itself or Maids Moreton (an adjoined village).
- **Improving outcomes for Pupil Premium pupils is a key priority of the school**

## **Arising barriers to success**

- Limited aspiration on the part of the pupil or their wider family
- Lack of independent study skills
- Lack of support outside of school in the form of time, emotional support, guidance and practical support
- Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment
- Low numeracy and literacy skills
- Low self-esteem and a lack of self-belief
- Poor attendance

## **Decisions**

The school's pupil premium activities align with the 3-tired approach described in the EEF's pupil premium guide. They must be those that:

- Support the quality of teaching
- Provide targeted academic support, such as small group interventions that link to classroom teaching
- Tackle non-academic challenges, such as attendance, behaviour and social and emotional needs

In making decisions on the use of the Pupil Premium the school will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students. (such as Education Endowment Foundation research and best practice guidance from the Local Authority – [“Closing the Gap”](#)).
- Be transparent in our reporting of how we have used the Pupil Premium so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been implemented.

- Encourage the take up of free school meals by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming them. In doing so, we also recognise the pivotal role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of free school meals does not equate with students being considered to be of 'low ability' because of social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium by the school and governing body.
- Recognise the fact that free school meals pupils are not a homogenous group and cover a wide range of needs. As such, the strategies or range of strategies the school uses to raise attainment will take their group or individual needs fully into account.
- Use high quality teaching and learning as a preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist students who need additional support in a time-limited way.
- provide effective feedback to enable students to know their next steps in making progress
- Use the Pupil Premium for all Year Groups, not just those taking examinations at the end of the academic year.

### **Use of the Grant continued**

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
- Running catch-up sessions for Key Stage 3 students who join the school behind in numeracy and literacy
- Providing extra tuition where needed (for example, ahead of GCSEs)
- Funding educational trips and visits
- Supporting with uniform and resources
- Student First Team, including the Pupil Premium Champion

## **5. Eligibility and Funding**

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 Previously-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:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

This funding is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority.

## **6. Roles and Responsibilities**

### **6.1: Headteacher, 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 Headteacher. At every review, the policy will be shared with the governing board.