

# St Aldhelm's VA Church Primary School



## Pupil Premium Policy

*Learning together for Life in all its fullness - John 10:10*

**Approved by:**

St Aldhelm's VA  
Church Primary  
School Full  
Governing Body

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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. Principles

At St Aldhelm's VA Church Primary School, we believe that every child's individual needs and gifts is a unique gift from God.

All members of staff and the Governing Body take responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring, distinctively Christian environment.

This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### 3. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), 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](#).

### 4. Purpose of the grant

The pupil premium grant is additional funding from the Government, allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The Government has used pupils entitled to Free School Meals as an indicator for deprivation, and has deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals.

The Government does not dictate how schools should spend this money, but is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools are held accountable for narrowing the gap, and school performance tables

include measures that show the attainment of pupils for whom the school receives the pupil premium compared with their peers.

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.

## 5. Use of the grant in our provision

In order to meet the above requirements, the Governing Body of St. Aldhelm's will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority, as identified in our School Development Plan, is to ensure attainment is raised and maintained across the school, and that the gap is narrowed for all identified vulnerable groups, including children who receive Free School Meals, children with SEND and EAL, and higher attainers.

We will ensure that our spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#) and the Sutton Trust Toolkit.

### 5.1 Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the result of challenges faced. Common barriers to learning for children who receive Free School Meals can be:

- weaker language and communication skills
- less support at home, particularly with home learning and supporting learning in school
- a lack of exposure to a range of opportunities, including arts and PE activities
- a range of social and emotional matters that affect confidence, self-esteem and learning behaviours
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" solution.

At St Aldhelm's, we know the value of strong relationships between children and their teachers and Learning Support Assistants. We make sure that time is invested in the transition phase each year and in the settling into new classes for all children, with particular focus on disadvantaged children. These relationships facilitate the communication and understanding of the specific needs of individual children, which informs the strategies and support needed.

In our termly Pupil Progress Meetings, identified vulnerable groups including Pupil Premium children, are discussed, individual progress is tracked and evaluation of the provision in place is reviewed.

Engagement with parents is important in sharing the provision on offer and in place for each Pupil Premium child. This will include conversations with the Headteacher/Pupil Premium Lead which will inform further decisions regarding support, as well as progress made.

### 5.2 Strategies and Interventions

Interventions on offer will include:

- Providing extra one-to-one or small-group support
- Employing extra learning support assistants
- Running catch-up sessions or pre-teach/post-teach groups
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding educational trips and visits
- Funding English classes for children who speak another language

- Funding additional resources, such as uniform, books, stationery
- Funding extra-curricular opportunities, such as sports and arts clubs or music tuition

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 and using the templates on GOV.UK.

Our pupil premium strategy is available here: [Pupil Premium Grant - St Aldhelm's VA Church Primary School \(staldhelms.co.uk\)](http://staldhelms.co.uk)

## 6. 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.

### 6.1 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.

### 6.2 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.

### 6.3 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.

### 6.4 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

## 7. Roles and responsibilities

### 7.1 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

## 7.2 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

## 7.3 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

## 7.4 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.

## 8. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher. At every review, the policy will be shared with the Governing Body.

## 9. Links with other policies

This policy is linked to: Special Educational Needs and Disabilities Policy [Special Educational Needs - St Aldhelm's VA Church Primary School \(staldhelms.co.uk\)](https://www.staldhelms.co.uk/special-educational-needs)