

Pupil Premium Policy

Farnham Common Village Schools



Approved by: David Masters

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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

Our Principles

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs in a caring environment. It is our firm belief that every child in our care is valued, respected and entitled to develop to his / her true potential. Farnham Common Village Schools are committed to tackling all forms of disadvantage and strive to ensure inclusion and equal access for all learners.

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2022-23), 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

The allocation of funding is based on data analysis and information gathered about individual pupils during pupil progress meetings. Individual Education Plans are created for pupils in receipt of funding

and these are monitored on a termly basis to evaluate impact. The Pupil Premium Lead also monitors the whole school provision in a format that enables leaders to see at a glance the provision for individual pupils and the overall spending of allocated funding.

We ensure that teaching and learning opportunities meet the needs of all of our pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged.

Pupil Premium Funding will be allocated following a needs analysis which will identify priority groups or individuals.

All our work through the Pupil Premium will be aimed at accelerating progress to move children to at least age related expectations and beyond in core subjects.

We monitor the impact of Pupil Premium funding through:

Attainment and progress outcomes.

Analysis of baseline and outcome data for interventions.

Qualitative feedback from staff, the child, parents/carers and other professionals involved.

Improved confidence, self-esteem, well-being, attitude, behaviour (measured through problem resolution forms.)

Monitoring attendance and punctuality.

Annual reviews of Pupil Premium practices and procedures.

Ensuring compliance on the school websites with Pupil Premium information.

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

- Small group work, thus improving opportunities for effective and accelerated progress.
- CPD for teachers and teaching assistants to provide quality first teaching opportunities and high quality feedback.
- Providing individual work with an experienced teacher / teaching assistant focused on closing gaps in learning.
- Providing specific programmes and targeted evidence-based interventions.
- Opportunities to learn through extracurricular activities such as lunchtime and after school clubs, peripatetic music, day visits and residential trips.
- Breakfast Club.
- Provision of nurture groups and counselling to develop self esteem
- Ensuring the child is equipped with suitable school resources to access all areas of the curriculum e.g. equipment and uniform.
- Providing home learning opportunities through programmes such as My Maths and Bug Club.
- Structured Conversations with parents to establish their concerns and needs.

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: <http://www.farnhamcommonvillageschools.co.uk/pupil-premium/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6. Pupils in Nursery may be eligible for Early Years Pupil Premium funding. Eligible pupils fall into the categories explained below.

In the 2022 to 2023 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,385 for pupils in Reception to year 6

Schools will receive £2,410 for any pupil:

- identified in the January 2023 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

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

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

Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

The Pupil Premium Lead is responsible for:

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

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 year by the Pupil Premium Lead and be updated with funding arrangements and/or any changes to national policy. At every review, the policy will be shared with the governing board.