



Pupil Premium Policy

Document Management

This document was adopted by the Governing Body/SLT:

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| Sadie Holloway Pupil Premium Lead | Document reviewed by SLT | 3 rd May 2024 |
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For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site.

Including: Children's Centre, TOTS@Franché, Holiday Club and Breakfast/After School Club.

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1. Aims

This policy aims to:

- › **Provide background information** about the pupil premium grant so 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 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). 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](#).

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 they can reach their full potential.

4. Use of the grant

- › Our spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#). More detail regarding the evidence used, can be found in our Pupil Premium Strategy Statement on our website, [here](#).

Our use of the pupil premium and chosen strategies align with the DfE's 'menu of approaches'.

As described in the EEF's Pupil Premium guidance, our use of pupil premium aligns with the 3-tiered approach of:

- Supporting the quality of teaching, such as staff professional development;
- Providing targeted academic support, such as tutoring; and
- Tackling non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

In addition we:

- Consider the specific context of our school and the main challenges or barriers our disadvantaged and vulnerable pupils face, such as:
 - The percentage of pupils with FSM6 is broadly in line with national.
 - The percentage of pupils from an ethnic minority is much lower than national 6.9% (National 27.4%)
 - The proportion of our PP pupils on the SEND register is 36%. There is a high proportion of pupils with EHCP's and 65% of PP pupils on the SEND register are identified as having speech, language and communication difficulties.
 - The Wyre Forest ranks within the highest 15% of districts for violent crime.
 - The Wyre Forest is ranked in the bottom 20% of districts nationally on the economic productivity score and has a prosperity score in the bottom 25% of the UK.
 - Typically, 80% of pupils enter Reception below ARE with a significant proportion requiring Speech and Language Support.
- Ensure that robust monitoring of previous Pupil Premium spending evaluates the effectiveness of strategies and provision in order to inform future planning.
- Implement strategies to address a wide range of needs, and take group and individual needs into account
- Engage with parents/carers to take their views on their child's needs into account
- Integrate pupil premium interventions into the curriculum
- Make sure all staff understand and promote trauma informed principles and approaches in the implementation of our pupil premium strategy
- Promote and embed our Franche Values and Golden Rule to support all of our pupils to become respectful, life-long learners and good citizens.

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

- Providing extra 1-to-1 or small-group in lesson support
- Responsive and targeted deployment of teaching assistants to ensure high quality teaching and learning in key areas
- Running targeted learning interventions before, during or after school for English and Maths
- Providing targeted extra tuition where needed
- Funding/subsidising educational trips and residential visits to enrich the curriculum
- Specialist Music, PE and MFL teachers for all pupils R-6
- Running a daily breakfast club for vulnerable children to support school attendance, health and well-being
- Offering extra-curricular clubs at a discounted rate

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available [here](#).

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6.

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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) 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
- › In state care from outside England and Wales before being adopted

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 it is implemented across the school
- › Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- › 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 Pupil Premium Leader. At every review, the policy will be shared with the governing board.