



# PUPIL PREMIUM POLICY



FOREVER  
CURIOUS

## **Aims:**

At Millfields, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **Background:**

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.

### 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.

### Use of the grant

We determine how to use our Pupil Premium Grant funding in line with researched and evidence-based approaches. For example:

- Evidence from the Pupil Premium guide published by the Education Endowment Foundation (EEF)
- The DfE's guidance for schools leaders on using the pupil premium re effective approaches
- Case studies from schools on approaches that have worked for them

We prioritise the initiatives we fund based on the 3-tiered model set out in the EEF's pupil premium guide.

The three tiers are:

- 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

The guidance and approaches mentioned above are just a framework for the individual activities we use the pupil premium to fund. Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

Millfields considers the specific needs of our pupils alongside research evidence when deciding what provision we'll put in place to support our children.

Where appropriate, we also work closely with parents/carers, the Virtual School Lead and other relevant agencies to develop support that will meet each child's needs.

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

- Providing extra 1-to-1 or small-group support
- Employing teaching assistants to support phonics sessions and interventions
- Running catch-up sessions before and after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, Easter school ahead of SATs)
- Funding educational trips and visits
- Funding extra-curricular activities such as clubs
- Funding English sessions for children new to English

We employ a robust process of monitoring and evaluation of both pupil need and progress and impact of the provision to ensure the strategies remain of high quality and of greatest benefit to all children involved. We do this through:

- Regular observations and learning walks
- Regular Pupil Progress Reviews and data analysis
- Speaking to pupils and their families about the support they're receiving
- Oversight and scrutiny by the Governing Board

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.

#### 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.

#### 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 or the London Mayor's KS2 free school

meals but would not have otherwise received free lunches.

#### 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.

#### 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

#### 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

#### Roles and responsibilities

##### 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

#### 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

#### 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

#### 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.

Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the governing board

### **Context:**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and 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”.

### **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### **Building Belief**

***We will provide a culture where:***

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### **Analysing Data**

**We will ensure that:**

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

### **Identification of Pupils**

**We will ensure that:**

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are

- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

### **Improving Day to Day Teaching**

**We will continue to ensure that all children across the school receive good or better teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:**

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint leveling and moderation

### **Increasing learning time**

**We will maximise the time children have to “catch up” through:**

- Continuing to improve attendance and punctuality
- Continue to identify children earlier and implement earlier intervention (KS1 and EYFS)
- Continue to target pupils for extended learning opportunities out of school hours
- Offer early mornings and after school Booster sessions

### **Individualising support**

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

**We will ensure that the additional support we provide is effective by:**

- Looking at the individual needs of each child and identifying their barriers to learning

Ensuring additional support staff and class teachers communicate regularly

- Using excellent practitioners, both support and teaching staff to provide high quality interventions across their phases

- Matching the skills of the staff to the interventions they provide
- Working with other agencies to bring in additional expertise
  - Reading Volunteers
  - School Home Support Workers
  - School Nurse and health services
- Providing extensive support for parents
  - to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
  - to support their children's learning within the curriculum
  - to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson or targeted phonic 1:1 catch up sessions)
- Recognising and building on children's strengths to further boost confidence
- Recognising talent and providing challenge for all pupils, especially the more able

### **Going the Extra Mile**

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### **Monitoring and Evaluation**

#### **We will ensure that:**

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending • A governor is given responsibility for pupil premium



## **Reporting**

### **When reporting about pupil premium funding we will include:**

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- an overview of spending
- total PPG (pupil premium grant) received
- total PPG spent
- total PPG remaining
- a summary of the impact of PPG
- performance of disadvantaged pupils (compared to non-pupil premium children) •  
other evidence of impact e.g. Ofsted, Accreditations
- implications for pupil premium spending the following year

**Reviewed and amended: September 2023**