



# Leatherhead Trinity School & Nursery

## Effective Pupil Premium Spending Policy

<b>Status:</b> Non- Statutory	<b>Responsible Manager:</b> Pupil Premium Lead
<b>Review Period:</b> Annually	<b>Responsible Governor:</b> Chair of Governors
<b>GB Ratification:</b> Spring 2021	<b>Next Review Date:</b> Spring 2022

### 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 \(2020-21\)](#), 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 Deputy Headteacher will be responsible for Pupil Premium provision, and members of the Senior Leadership Team or wider school staff will support them (e.g. English and maths provision, welfare and inclusion support)
- A link group of governors will work with the Pupil Premium Lead, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- For Reception and KS1 pupils, who are all entitled to receive Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding
- Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)

- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Target Tracker, Pupil Progress Meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

<b>Group</b>	<b>Examples</b>
1 Pastoral Care	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Behaviour Mentor</li> <li>• Learning Mentors (ELSA, Drawing and Talking)</li> <li>• Clothing/resource packs</li> <li>• Nurture Group</li> </ul>
2 Attendance	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Behaviour Mentor</li> <li>• Reward trips and vouchers</li> <li>• Uniform for PP</li> </ul>
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> <li>• Educational visits, including residential trips (or pro rata contribution to the overall cost)</li> <li>• Visitors (e.g. theatre companies)</li> <li>• Development of outside provision (training)</li> <li>• Staffing of after-school clubs</li> <li>• Transition support</li> <li>• Forest School</li> <li>• Piano lessons</li> </ul>
4 Accelerated Progress	<ul style="list-style-type: none"> <li>• Y6 Booster groups</li> <li>• Maths catch up programmes (First Class @ Number, Success@Arithmetic)</li> </ul>

	<ul style="list-style-type: none"> <li>• Literacy catch up programmes (RWI, Every Child a Reader)</li> <li>• Providing small group work with an experienced teacher focused on overcoming gaps in learning</li> <li>• 1-1 tuition from a qualified teacher</li> <li>• Additional staffing in specific targeted year groups</li> <li>• Additional group teaching and learning opportunities provided by trained LSAs or external agencies</li> <li>• Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use</li> <li>• Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)</li> <li>• Achievement for All programme</li> </ul>
5 Pupils as enablers	<ul style="list-style-type: none"> <li>• Monitor and mentor opportunities for pupils</li> </ul>

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:

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here:

<http://www.leatherheadtrinity.surrey.sch.uk/pupil-premium/>

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception through to Year 6. The Early Years Pupil Premium is allocated for eligible 3 and 4 year olds.

Eligible pupils fall into the categories explained below.

### 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 the attainment and progress of this group of pupils is a key thread in all staff appraisals and the data is tracked forensically across the academic year.
- 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 Pupil Premium Lead and the Finance & Resources Committee. At every review, the policy will be shared with the governing board.