	Name of School	Suttons Primary School
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	Who reviewed this policy?	Jack Barlow
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Pupil Premium Policy

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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
- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfill statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

When evaluating the effectiveness of this policy, we should see:

- early intervention and support for socially disadvantaged children;
- the vast majority of socially disadvantaged children will meet or exceed their individual targets;
- effective parental pupil school support;
- having an effective system for identifying, assessing and monitoring pupils;
- having a whole-school approach;
- create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community;
- developing confident and independent learners.

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

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. We also include Looked After Children (who receive Pupil Premium Funding) and children of service personnel. Schools are accountable and must show how the attainment of pupils who receive the Pupil Premium compares with their peers.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or have been registered, for Free School Meals, so we ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding. We reserve the right to allocate the Pupil Premium funding to support any pupil of groups of pupils the school has legitimately identified as being socially disadvantaged.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding is used primarily for its intended purpose.

- Use latest evidence based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer. We know from evidence across the English school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

The Head teacher and Inclusion Leader will be responsible for Pupil Premium provision. At Suttons we ensure that teaching and learning opportunities meet the needs of all pupils.
As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress monitoring.
Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable. We constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence. We liaise with the Virtual Head Teachers in deciding how to spend Pupil Premium funding.

4.1 Provision
Suttons Primary School's use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE says your activities must be those that:

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

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'. These include and are not limited to:

- Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
- Professional development to support the implementation of evidence based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback
- Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
- Targeted interventions to support language development, literacy and numeracy

- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents

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

- Staff CPD
- Resources to support learning and progress
- Targeted interventions
- Subsidising educational trips and visits
- Positive Play at lunchtimes
- School Councillor

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.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS up 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

upils 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 each academic year by the senior leadership team. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to: Looked After Children Policy

Teaching and Learning Policy