

Whitecote Primary School



Pupil Premium Policy

Approved: March 2023

Review: March 2026

Our vision

At Whitecote our pupils know that success comes with hard work and perseverance. Through teaching that goes beyond the curriculum, they are able to fulfil their potential and achieve. Once a Whitecote pupil, you are always a part of the Whitecote family.

Inspire, Nurture, Challenge

1. Aims

Our aims for Pupil Premium provision at Whitecote tie into our aims as a school. We believe that all children should have the chance to succeed, and that a pupil's background should never be a barrier to their success. Where barriers do exist, our role is to knock them down. We aim high, we want our pupils to aim high and we know that their aspirations must be forged in an atmosphere of mutual respect and care. The years our pupils spend with us at Whitecote are only a tiny proportion of their lives, and yet these years are crucial in determining their future success. The values, the passion for learning, the commitment and ambition that we instil at Whitecote will form the cornerstone of that success and it is our responsibility to make sure that all children have the tools to fashion their own paths to a bright and prosperous future. Pupil Premium funding represents a large part of our budget. This policy shows how it is spent to maximum effect.

2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), 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 Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Whitecote Primary, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Whitecote Primary this is approximately 47% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation research recommendations.

4. Use of the grant

It's important to understand that though there is no single barrier that stands in the way of children achieving their full potential, barriers may include:

- less support at home
- lack of enriching experiences
- narrower vocabulary
- more frequent behavioural difficulties
- complex family situations
- lack of confidence
- attendance and punctuality issues
- exceptional skills and talent which have not been properly nurtured

There is no simple solution. In determining the best allocation of the Pupil Premium funding, we look closely at the varying needs of our pupils.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We also:

- ensure that teaching and learning opportunities meet the needs of all the pupils
- 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
- recognise that, in making provision for socially disadvantaged pupils, not all pupils who receive free school meals will be socially disadvantaged
- recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.
- ensure that funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

5. Provision

The range of provision the governors consider making for this group could include:

- Providing small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning
- 1-1 support
- Use of teachers to deliver School Led Tuition

- Additional teaching and learning opportunities provided through trained teaching assistants or external agencies
- Running catch-up sessions after school (for example, for children who need extra help with maths or literacy)
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil Premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary
- Additional learning support
- Pay for all activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- PE provision
- Music provision
- Behaviour support
- Engage with parents to take their views on the needs of their child into account

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 and using the templates on GOV.UK.

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, using the templates on GOV.UK.

6. Key Principles

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

Our staff push for high performance from *all* pupils. Where performance is low, we look for solutions not excuses, and where performance is adequate we continue to push for excellence.

- All staff are involved in the analysis of pupil progress.
- All staff are aware of who Pupil Premium children are.
- Multiple systems within the school allow for the early identification of underperforming pupils.
- Underachievement is targeted across the ability range, including high performing pupils who could perform even better
- All Pupil Premium children may be targeted, not just those who have lower than average attainment

Research shows that disadvantaged pupils benefit most from good and outstanding teaching. At Whitecote we work to ensure all pupils benefit from good teaching with increasing levels of outstanding teaching throughout the school. We do this through:

- Setting high expectations with ambitious targets
- Addressing within school variation
- Implementing a marking policy which ensures high-quality feedback
- Providing targeted and quality CPD (continuing professional development)
- Improving assessment through joint levelling and moderation both within the school and working with other schools in the local area

At Whitecote we believe that the best kind of support is that which is targeted to the individual needs of the pupils.

- We use regular assessments, the professional expertise of our staff, the experience of our hub-leaders and the specialised support of external agencies to identify barriers to learning.
- Based on those barriers and drawing on advice and expertise, we put in place targeted interventions designed to meet the needs of our pupils. These can be run by class teachers, support assistants, hub-leaders or external agencies.
- We ensure time is given for class teachers and support staff to communicate.
- Work with parents to support them in a range of ways e.g. coping with difficult situations at home or dealing with attendance and punctuality issues.

7. Eligible pupils

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. It does not include pupils who received universal infant 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 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.

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

8. Reporting

It will be the responsibility of the headteacher, or a delegated member of staff, to produce the DfE Pupil Premium Strategy template and to show on the school website. In addition, the headteacher will produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- The Governors of the school will ensure that there is an annual Pupil Premium Strategy displayed on the website using the DfE guidance so parents (and the DfE) can see how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

9. Roles and Responsibilities

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
- 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

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

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 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.