

Pupil premium policy

Children's Support Service

Date: April 2023

Review date: April 2024

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: allocations and conditions of grant 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/pupil-premium-allocations-conditions-2022-23.pdf) 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/pupil-premium-allocations-conditions-2022-23.pdf), and the [service premium](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/pupil-premium-allocations-conditions-2022-23.pdf).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/pupil-premium-allocations-conditions-2022-23.pdf).

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

CSS is a PRU which serves a wide geographical area, consisting of three Behaviour and Attendance Partnerships, 'Basildon, Billericay and Wickford', 'Brentwood' and 'Castlepoint and Rochford'. The service covers Key Stages 2, 3 and 4.

Based funding is for **200 places South + 35 West**.

20% of current pupils have an EHCP (National 2.8%)

64% of those EHCP students are 'high needs and complex'

54% eligible for PPG (National 27%)

18% of PP have an EHCP

All numbers are approximate as the pupil population is mobile, and numbers changes throughout the year. Pupils are referred at different times throughout the year, and leave at various points.

Pupils are identified as PP on entry, and weekly changes are shared with all staff in order to have a current understanding of all PP pupils.

4.1 Barriers

- Pupil population is 'fluid' and changes frequently through the year.
- Funding does not follow the pupil directly from their referring school.
- Poor attendance rates, due to high reliance on the use of public transport; long distances to travel.
- Social factors – negative influences e.g drugs, CSE, gangs, offending behaviours.
- Negative previous experiences from schools (parents and pupils); poor language skills and academic starting points compared to peers.
- COVID and access to remote learning (availability of electronic devices and data)
- Mental Health factors - impact of isolation, anxiety, etc...

4.2 Funding

Funding is based upon the January census, and does not necessarily reflect the actual number of Pupil Premium children at any one time. Pupil Premium funding for individual pupils remains with the referring school.

4.3 Aims of funding

- Ensure parity of opportunity
- Deliver quality first teaching
- Provide an appropriate curriculum to need
- Maximise opportunities for Post 16, including appropriate accreditations and IAG
- Raise aims and aspiration
- Secure positive mental health and wellbeing
- Build connection with others and improve relationship building
- Encourage pupil voice and participation

4.4 Intended Impact of Funding

- Equal opportunity for all
- Secure progress in identified curriculum areas
- Access to an appropriate curriculum
- Identified destinations for Post 16
- Access to 'life enhancing' experiences e.g trips, college/university taster days, mock interviews
- Development of personal development skills e.g resilience and self regulation
- Active participation in learning
- Positive relationships

4.5 Engagement with Families

Families will be regularly reminded on access to Pupil Premium.

Regular contact is held with parents through:

- Weekly, or as needed phone call home
- Termly review meetings (via TEAMS if needed)
- One planning, annual reviews
- Team Around the Family
- Social media alerts
- Website links

4.6 Examples of interventions:

- Providing extra one-to-one or small-group support
- Access to mentoring services
- Access to wider curriculum subjects in mainstream schools
- Employing SENPS (SEN practitioners, supporting the SENCo)
- Assessments of need e.g for One Planning, EHCPs, Access Arrangements
- Interventions e.g for reading, numeracy,
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Signposting to any other agency/service e.g Children's Society, EWMHs, Equine Therapy, Youth Service
- Funding equipment needed for reintegration to schools
- Funding of after school clubs
- Training for staff
- Academic Mentors

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: <https://www.css-essex.co.uk/about-css/importantinformation/pupil-premium.html>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 3-11 (in the January census)

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 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 Management Committee 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 Management Committee Members

The Management Committee 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 Head Teacher. At every review, the policy will be shared with the Management Committee.

8. Links with other policies This

policy is linked to:

- SEN policy
- Child in Care Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding