

Pupil Premium Policy



Pendragon Primary School

Lead: Tracey Brown	
Lead Governor: Pam Strowgger	
Approved by Governors: May 2021	Review: May 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 conditions of grant guidance \(2020-21\)](#), published by the Education and Skills Funding Agency.

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

When making decisions on how to use the allocated pupil premium funding, the school will always:

- Consider the context of the school and the main challenges or barriers the pupils face
- Use evidence to inform decisions on pupil premium spending – for example, by using evidence-based research and resources from the [Education Endowment Foundation](#), and learning from what works in our school
- Address a wide range of needs, and take group and individual needs into account

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

Teaching

Spending on improving teaching including professional development, training and support for early career teachers.

Targeted academic support For example structured one-to-one or small group intervention to classroom teaching, pre/post teaching and catch up sessions

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, social and emotional support and equipment to access to remote learning where required at home

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:

http://www.pendragon.cambs.sch.uk/website/pupil_premium_and_service_premium/179987

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.

The online statement/strategy will explain:

- how much funding we have been allocated this year
- how we intend to spend the pupil premium
- the rationale for our spending decisions, including the barriers we're looking to overcome
- the intended impact
- what effect last year's pupil premium spending had within our school

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

http://www.pendragon.cambs.sch.uk/website/pupil_premium_and_service_premium/179987

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years FS-6.

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 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 Deputy Headteacher

The deputy headteacher is 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 approaches
- 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

Overall responsibility lies with the headteacher, however the management of pupil premium across the school is delegated to the deputy headteacher.

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 lead 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

7. Monitoring arrangements

This policy will be reviewed every two years by the senior leadership team and pupil premium lead. At every review, the policy will be shared with the governing board.