



Pupil premium policy

Approved by:

Full Governing Body

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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

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

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do sometimes see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Emotional Well-being

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as staff professional development.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will use funding to address some of the barriers to learning such as poor attendance. We will also provide disadvantaged pupils support with their emotional well-being. This improves their ability to regulate their emotions which ultimately leads to improved outcomes academically and socially.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their education

Our spending strategy aligns with the DfE's 'menu of approaches' and is informed by research evidence e.g;

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1>

<https://literacytrust.org.uk/training-and-workshops/reading-pleasure-cpd/>

All children at Delamere struggle with huge barriers to attainment. When this is magnified by lack of resources or parent capability in the home environment, outcomes are even lower.

Our assessments show that without extra intervention disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.

We have found a correlation between children from disadvantaged backgrounds and children from multilingual homes. Our assessments show that children from this cohort often have more severe communication difficulties compared to non-disadvantaged pupils in our school.

Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have less opportunities to develop their talents such as Sport, Music, Art.

Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop essential life skills. This is due to a combination of lack of confidence and motivation, low resilience, difficulties with emotional regulation and poor mental health.

Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

We are aware that there is a link between disadvantaged pupils and safeguarding. From our assessments we know that children who have or have previously had a social worker make less progress than their peers. There is a correlation between this cohort of learners and disadvantaged pupils.

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

- Specialist Communication HLTA delivers language development interventions
- Play therapy
- Additional swimming support.
- Music specialist provides 1-1 and small group sessions.
- Family Liaison Officer works with parents to improve attendance.

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.

Our pupil premium strategy statement is available here: <https://www.delamere.trafford.sch.uk/school-information/pupil-premium/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Reception & 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

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
- In state care from outside England and Wales before being adopted [This is a new criteria for the 2023-24 financial year]

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. Impact

Our internal assessments during 2021/22 indicated that disadvantaged pupils academically are making comparable progress to that of their peers in most areas of learning.

Similarly – due to the consistent school approaches around improving attendance, disadvantaged pupils have attendance rates as good as and sometimes better than their peers.