

Pupil Premium Policy

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Author	Natasha Maude
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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 guidance 2022 to 2023](#), 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

All members of staff and the governing body at Coundon Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use resources available to help them reach their full potential.

Our objectives are:

- To raise the attainment of disadvantaged pupils and closing the gap with their peers.

- To support parents to ensure that disadvantaged pupils have the same opportunities as their peers.

Some of the processes and strategies used by staff at Coundon Primary School include;

- Data tracking
- Quality First Teaching
- Targeted Support
- High profile of pupils eligible for free school meals
- Full range of educational experiences
- Focus on attendance

Our spending strategy is informed by key challenges to achievement which we have identified among our disadvantaged pupils (See strategy statement) along with research evidence, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our pupil premium spending aligns with the 3-tiered approach described in the EEF's pupil premium guide. All of our activities support;

- Quality teaching, such as staff professional development, recruitment and retention.
- Targeted academic support, such as tutoring, one-to-one support and structured interventions.
- Challenging non-academic barriers to academic success, such as attendance, behavior and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

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://coundon-coventry.org.uk/pupil-premium>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between reception and 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.

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 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.

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

The following are suggestions only. Adapt this section as necessary to reflect how responsibilities regarding the pupil premium are distributed in your school.

6.1 Headteacher and senior leadership team

The headteacher (lead on pupil premium) 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 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

7. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher. At every review, the policy will be shared with the governing board.