



# Pupil Premium Policy

**Approved by:** Governing Body

**Date:** January 2025

**Last reviewed on:** January 2025

**Next review due  
by:** January 2027

## School Mission Statement

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

### **Our school motto is: Learning is for Life, Enjoy the Journey!**

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all.

We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the “whole child”. Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

## Definition and Aims

At Beal Vale Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

The pupil premium is a government initiative that is designed to support pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their potential.

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 per pupil based on the number of pupils registered for FSM over a rolling six year period. At Beal Vale Primary School we use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex

family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance, 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 academies should publish online, and complies with our funding agreement and articles of association.

### Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception class to Year 6.

Eligible pupils fall into the categories explained below.

#### 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.

#### Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

#### 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.

#### 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

## Roles and responsibilities

### 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 governing board on an ongoing basis
- Maintained schools: Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Academies, including free schools: Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### 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

### 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

### 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.

### Provision

In order to meet the above requirements, the Governors of Beal Vale Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings. In making provision for PPP's, the school recognises that not all pupils who receive free school meals will be socially disadvantaged.

### The range of provision

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention.

### In particular

- Small group support and individual support from a range of staff.
- Support the funding of enrichment activities and educational visits.
- One-one tuition, extending learning times away from the school day.
- Counselling services for pupils.
- Improving punctuality and attention.
- Dedicated Pastoral Support.

## School Approach

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and are involved in the analysis of data and identification of pupils.
- We use research (Such as the Educational Endowment Foundation) to support us in determining the strategies that will be most effective.
- All staff are aware of who pupil premium and vulnerable children are.
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better with additional support/ interventions.

## Monitoring and Evaluation

- We will ensure that a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- We will collect assessment data termly so that the impact of interventions can be monitored regularly. Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- A designated member of the SLT maintains an overview of pupil premium spending.

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- an overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations