



"Choose the Right Path"

St James' C of E Infant and Nursery School

Pupil Premium Policy

Pupil Premium Lead	Alex Moore
Policy Approved by	
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Position:	Headteacher
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Review date²:	November 2025 (or as there are changes in legislation)

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

We have identified areas **where children receiving pupil premium may require additional support**.

These include:

- 1) Keep the 'attainment gap' narrowed between Pupil premium/non-Pupil-Premium children.
- 2) Supporting children working above age related expectations to make accelerated progress.
- 3) Supporting children to develop communication and interaction skills.
- 4) Identifying and helping families to access agencies outside school which can provide support.
- 5) Providing financial support to ensure every child has access to educational visits.
- 6) Providing enrichment opportunities within and outside school.

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](#).

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.

Use of the grant

At St James' C of E Infant and Nursery School we want to see every child reach their full potential, irrespective of gender, culture, race or socio-economic background. We have high expectations and want success for each and every one of our pupils. We therefore aim to use the pupil premium to maximum effect.

Our spending strategy is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

We will use pupil premium funding to align with the 3-tiered approach described in the EEF's pupil premium guide ensuring that we:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'. We recognize that every school and every child is different. Our children often face challenges and barriers that are unique to them. However, there are commonalities in many instances and we aim to address the wide range of needs of our pupils, engage with parents and use pupil premium as effectively as possible for the benefit of every child. We will ensure that all staff promote the principles and ethos of the pupil premium strategy.

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

- CPD for staff e.g. NCETM Mastering Number
- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Coaching for Early Career Teacher to promote retention
- 1-1 support e.g. Read Write Inc Fast Track Phonics (keep up not catch up approach)
- Additional teaching and learning opportunities provided through trained TAs or external agencies e.g. speech and language support
- ELSA (Emotional Literacy Support Assistant) training to provide emotional and social skills to support children
- Kidsafe refresher CPD for staff to teach children how to keep themselves safe at an age appropriate level
- Provide extensive learning opportunities beyond the classroom, e.g. free educational visits and Year 2 Outdoor Adventure residential in the Lake District National Park
- Provide intervention group support with qualified staff, creative practitioners, education consultants, coaches etc for target group of children
- Provide additional support, e.g. bereavement counsellors
- Provide free access to breakfast club and extra-curricular clubs for identified children (on the register)
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths

- Children on the Pupil Premium register will have full access to the provision at no extra cost

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 to view here: <https://www.st-james-inf.cumbria.sch.uk/pupil-premium-2/>

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 2. Eligible pupils fall into the categories explained below.

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.

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.

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

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

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 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:

- Having a named Governor with oversight of the Pupil Premium
- 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.

Monitoring arrangements

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