



Pupil Premium Policy

Policy Details

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1. Introduction

The performance gap between students from more and less advantaged backgrounds in England is one of the largest among OECD countries (OECD, 2014). The pupil premium was introduced to increase social mobility and reduce the gap in performance between students from disadvantaged backgrounds and their peers. Schools receive funding for each disadvantaged student and can use the funding flexibly, in the best interests of eligible students.

For 2023-24, schools within England are required to:

- Use the recovery premium alongside your pupil premium funding and report on your use of them as a single sum in your strategy statement
- Publish a strategy statement
- Demonstrate how spending decisions are informed by a range of evidence, including the Pupil Premium Strategy Statement.

2. 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 students 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

Contextually, the Pupil Premium is particularly significant in Rugby for the following reasons:

- The majority of Rugby's jobs fit into the category of 'professional', meaning more is expected of students in this region as compared to another set of students in another region
- The majority of jobs in Rugby therefore require GCSE passes between grades 4 and 9, as an absolute minimum
- The average cost of living, and the prices of houses, are higher in Rugby than in other areas of the country. This means that students need to earn higher wages to counteract this, which is directly correlated to examinations and qualifications.
- The north/south divide also impacts on educational chances and there is concern that those eligible for the pupil premium in the north are increasing more susceptible to academic underperformance than those in the south of the country. Rugby is classed as being in the north.



3. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), 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.

4. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students with parents in the armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

5. Use of the grant

Rugby is a dichotomous town, and our catchment similar. We have students who are from some of the least deprived areas of the UK and some who are in the top ten percentile for most deprived. Couple this with a higher than average number of students in the ~~country~~ town and school with SEND needs and a higher proportion of students for whom English is an additional language, as well as a higher rate of attempted suicides in young people, we understand that many of our students face significant barriers to learning.

These include:

- Low levels of literacy, particularly in Year 7 and Year 8. This has been outlined by the EEF report, in which these year groups are classified as not 'being 'secondary ready', due to the Covid-19 pandemic.
- Low aspirations, particularly in male students means that students do not always understand the importance of qualifications and examinations
- High prevalence of social and emotional needs including high numbers of vulnerable students
- Those PP students with SEN 'K' face additional challenges
- Above the National Average rates for persistent absenteeism with a small number of PP students
- For the purpose of our strategy, we have identified seven challenges to tackle through our pupil premium action plan:



| Challenge Number | Detail of Challenge |
|------------------|-------------------------------------------------------------------------------|
| 1 | Low academic performance with low levels of Literacy and Numeracy |
| 2 | Lack of self-regulation and independent learning |
| 3 | High numbers of students with SEND |
| 4 | Low Attendance |
| 5 | High levels of social, emotional and mental health issues due to the pandemic |
| 6 | Community issues such as gangs, county lines and high levels of deprivation |
| 7 | Consistent access to quality first teaching |

When considering how to spend the funding we use the Education Endowment Foundation's 'Guide to the Pupil Premium' to provide an appropriate structure that aligns with the Department for Education's reporting template. This categorises strategies into three areas:

- High quality teaching
- Targeted academic support
- Wider strategies

High Quality Teaching:

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. A range of evidence-based research-based strategies and resources are selected using the Education Endowment Foundation's Toolkit and Pupil Premium Menu.

Furthermore, we engage with parents taking into account their views on what the needs of their child are and how they feel we could address them. In this way we are able to address a wide range of needs, taking both group and individual needs into account.

Each Autumn Term, we will publish information on the school's use of the pupil premium on the school website, using the DfE strategy template, to meet the requirements set out in our funding agreement and the DfE's guidance on what Our Pupil Premium Strategy Statement must include:

Part A:

- A statement of intent
- Challenges faced by eligible students
- Intended outcomes
- An activity plan of strategies for the academic year

Part B:

- A review of outcomes in the previous academic year

6. Eligible Students

The pupil premium is allocated to the school based on the number of eligible students in Year 7 to Year 11.

Eligible students fall into the categories explained below.

Free School Meals

Students 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 six years (as determined by the DfE's latest conditions of grant guidance)

This includes students first known to be eligible for free school meals in the most recent January census

It does not include students who received universal infant free school meals but would not have otherwise received free lunches

Looked after children

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



Post-looked after children

Students 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

Students:

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 six 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.

7. Roles and Responsibilities

Headteacher, Senior Leadership Team and Pupil Premium Lead

The headteacher and senior leadership team leadership team member responsible for pupil premium 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 students and supporting students 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 students 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 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 students and raising attainment
- Evaluating trends and patterns in relation to PP and non-PP students

Sustainable Improvement Board (Standards & Excellence Committee)

The Standards & Excellence Committee 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 students 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 students, including those eligible for the pupil premium.
- Identifying students 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.

8. Monitoring arrangements

This policy will be reviewed annually by the Deputy Headteacher responsible for pupil premium and the Lead Person for the Pupil Premium. At every review, the policy will be shared with the Standards & Excellence Committee.