



# **Redlands Community** Primary School

Achieving Excellence Together

## **PUPIL PREMIUM POLICY 2026- 2028**

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Premium Leader: Mollie Baines**

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**Next review due: April 2027**

## Contents

1. Aims
2. Legislation and guidance
3. Purpose of the grant
4. Use of the grant
5. Eligible pupils
6. Roles and responsibilities
7. Monitoring arrangements
8. Links with other policies

## **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 2023-24 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/pupil-premium-allocations-conditions-2023-24.pdf) published by the Department for Education (DfE). It is also based on guidance from the DfE on [Pupil premium: virtual school heads' responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/pupil-premium-virtual-school-heads-responsibilities-2023-24.pdf).

In addition, this policy refers to the DfE's information on [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/what-maintained-schools-must-publish-online-2023-24.pdf) and complies with our funding agreement and articles of association.

This policy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the

'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2022, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## **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**

Use of the grant alters slightly from year to year depending on the challenges faced by the pupils. The school aspires for all pupils to achieve their full potential and the Pupil Premium grant allocated is used to narrow the attainment gaps which currently exist between disadvantaged pupils and their peers.

The school uses evidence based research from <https://www.suttontrust.com/> and Education Endowment Foundation <https://educationendowmentfoundation.org.uk/>.

##### **4.1 Some examples of how we use the grant include, but are not limited to...**

- Intervention Programmes such as – Phonics segmenting and blending, handwriting, fine and gross motor skills, Colourful Semantics, Phonics catch-up, Speech and Language, Reading fluency, 1:1 readers, guided reading, maths pre-teaching, Arithmetic, number recognition, maths catch-up, Times Table Rock Stars, Precision Teaching for spelling and reading, common exception words/high frequency words, MTC, sentence work, confidence groups, communication group, friendship groups etc.
- Teaching assistant support for catch up support.
- Employment of an ELSA and Family Support Worker who can support individual and small groups of pupils in social and emotional aspects of learning and offer support to parents where needed.
- Online learning platforms such as Century, Spelling Shed, Mathletics, Numbots, and Times Tables Rock Stars.
- One-to-one tuition and very small group tuition.
- Teacher research and development to impact this group of children.
- Establishing and maintaining strong parent/community links with our Family Support Worker through our Coffee Chat - parent discussion group and additional meetings/support on an individual basis.
- Half price educational trips and visits.
- See the Action Plan Strategy and Impact on our website for 2024 – 2025 for further details.

##### **4.2 Analysis of the gaps and narrowing the gaps**

- At the beginning of all intervention programmes, standardised or diagnostic assessment tests are implemented to monitor the progress of the children and the effectiveness of the

intervention programmes.

- Quality First Teaching for ALL
- Gaps analysis within tests and against the national curriculum
- Children's progress discussed within half-termly Pupil Progress Meetings
- Off track meetings
- Emotional support where needed
- Behavioural support where needed.

#### **4.3 Evaluation of impact**

- Interventions are monitored, reviewed, and assessed every term
- A review of Pupil Premium spending is carried out on an annual basis
- A strategy for Pupil Premium spending is carried out on an annual basis.

#### **4.4 How we will make decisions regarding the use of the Pupil Premium**

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and advisory board.

- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time-limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

## **5. Eligible pupils**

The Pupil Premium grant is allocated to the school based on the number of eligible pupils. Eligible pupils fall into the following categories:

### **5.1 Ever 6 free school meals**

Pupils who are recorded in the most recent January 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 otherwise have received free lunches.

### **5.2 Children in care**

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

### **5.3 Post children in care**

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.

### **5.4 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 during 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 Defense because one of their parents died while serving in the armed forces.

### **5.5 Funding**

The Pupil Premium was initially introduced in April 2011, when schools received an additional

£488 for each of their pupils eligible for free school meals. Over time, this amount has increased and in 2023, it stands at £1,455 per eligible child. £335 is given to schools for each child of service personnel. In April 2024, this will increase again to £1480 per eligible child and £340 for each child of service personnel.

Schools may also receive up to £2,530 and £2570 from April 2024 for each pupil who has left local-authority care because of one of the following: adoption, a special guardianship order, or a child arrangements order (previously known as a residence order); however, there is an element held back by the Local Authority approximately £450. For these pupils, the school's designated teacher for children in care and previous children in care may be involved in liaising with the 'virtual school' as each local authority's 'virtual school' is involved in how this funding is used.

## **5.6 Total amount we expect to receive**

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

## **6. Roles and responsibilities**

### **6.1 Headteacher and pupil premium leader**

The headteacher (Michelle Rosenitsch) and Pupil Premium Champion (Mollie Baines) 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 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 and CPD for staff, as necessary, on supporting disadvantaged pupils and raising attainment
- Through performance management arrangements, they will make sure narrowing the

gaps is a priority area of focus for the school.

- It will be the responsibility of the Pupil Premium Champion to include the following information in the annual report for the advisory board of governors: the progress made towards narrowing the gap, by year group, for disadvantaged pupils, an outline of the provision that has been made since the last annual report, an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision and when compared with other forms of support.

The school's Group Finance Officer will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding.

## **6.2 The advisory board of governors**

Our Advisory Board has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, are implemented. Simon Dalby (Chair of the Advisory Board) is responsible for ensuring the implementation of this policy.

The advisory board are 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 the 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
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'

- Promote an inclusive and collaborative ethos in their classrooms which enables pupils

from disadvantaged backgrounds to thrive

- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed, and improvements maintained
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate the progress of pupils and narrow the gaps.

#### **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. Monitoring arrangements**

This policy will be reviewed annually by the Pupil Premium Champion. At every review, the policy will be shared with the Advisory Board.

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

## 9. Links with other policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN, and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

### APPEALS PROCEDURE

Any appeals against this policy can be made through the complaints procedure.

### SIGNED AND DATED

Headteacher: .....

Chair of Advisory Board: .....

Date of Policy: January 2024

Review Date: April 2027

This Policy has been created with the support of Equitable Education [www.equitableeducation.co.uk](http://www.equitableeducation.co.uk)