



Parkside Primary School

Pupil Premium Funding Policy

Reviewed January 2025

Pupil Premium Funding Policy

Overview:

The Pupil Premium Funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Disadvantaged is defined as:

Children who are in receipt of Free School Meals NOW or in the last 6 years (FSM6/ 'Ever 6') or looked after (LAC) or previously looked after.

Pupil Premium Funding is defined as:

The funding children are entitled to (based on certain criteria). It is to improve education outcomes for disadvantaged pupils in schools in England.

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The funding will be used to reduce the gap between the achievement of these pupils and their peers;
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others in all areas of school life;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education, wellbeing and lives.

Strategies

- Pupil Premium will be clearly identifiable within the budget;
- The Head teacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils, responding to published recent educational research;

- The school will assess what additional provision should be made for the individual pupils;
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium funding and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims;
- We will publish online information annually about how we have used the funding;
- We will ensure that parents/carers, governors and others are made fully aware of the attainment of pupils covered by the Premium;
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils;
- Where other support mechanisms are withdrawn we will seek to address this through the funding where appropriate (eg. counselling);
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children;
- We will monitor, evaluate and review the impact of the Pupil Premium funding.

Funding paid to schools

School leaders can decide on which activity to spend their pupil premium (and recovery premium) within the framework set out by the 'menu of approaches'.

The menu is designed to help schools use their funding effectively to raise the attainment of disadvantaged pupils.

The format of the menu reflects evidence suggesting that pupil premium spending is most effective when used across 3 areas:

- high-quality teaching, such as staff professional development
- targeted academic support, such as tutoring
- wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

The Education Endowment Foundation (EEF) recommends that schools particularly focus their pupil premium on supporting high-quality teaching.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils

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. Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

Eligibility

The Pupil Premium is allocated to the school based on the number of eligible pupils in EYFS-Year 6.

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

- **Children in Care**

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

- **Children Previously in Care**

Pupils recorded in the most recent October census who were looked after by an English 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 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

Outcomes

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Key Principles

By following the key principles below, we believe we can maximise the impact of our spending.

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers and staff support children to develop a growth mind-set towards learning

Analysing Data

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
- We use research (such as that completed by the Education Endowment Foundation-EEF) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- 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
- Children's individual needs are considered carefully so that we provide tailored support in order to accelerate progress and overcome barriers to learning

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – for example: achievement data, pupils' work, observations, learning walks
- Parent/carer and pupil voice is used
- Assessment data is collected frequently so that the impact of interventions can be monitored
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium and monitors the use and impact of spending through the year
- The Governing Body reviews impact termly, in the context of the School Development Plan.

Legislation and Guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2024 to 2025, published by the DfE:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025> .

This policy will be reviewed every two years.

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