

The Priory School



Pupil Premium Policy

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1. 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

2. 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](#).

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.

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 they can reach their full potential.

4. Use of the grant

The details of how Priory School allocates the PP grant can be found in [The Priory School Pupil Premium Strategy Statement](#)

- Our Strategy Statement details how the research and information from the [guide published by the Education Endowment Foundation \(EEF\)](#) informs our spending.
- The PP Strategy Document is exclusively led by the needs of each PP cohort and their specific requirements. The outcomes of whole school initiatives are led by the needs of all sub groups.

- The Priory School is innovative in its approach to creating a genuinely inclusive environment for all students.
- The impact of intervention is explicitly linked to the Self-Evaluation process. The impact of this intervention is regularly reviewed and is focused on diminishing the difference between disadvantaged students and non-disadvantaged, our areas of focus are:
 - Attendance
 - Engagement
 - Behaviour
 - Progress
 - Attainment
- We will engage with parents to take their views on the needs of their child into account

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

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions after school (for example, for pupils who need extra help with a range of subjects)
- Providing extra tuition where needed (for example, ahead of national assessments such as GCSEs)
- Contributing to the funding of educational trips and visits
- Provident pastoral support
- Lesson and homework resources
- Providing support that enables disadvantaged pupils to engage fully in the whole school experience, including extracurricular.

The use of Catch-up funding is incorporated into our Pupil Premium Strategy, this funding will be used to support a wide range of pupils including our disadvantaged. Research supports small group tutoring. We are using Priory staff; we know that student engagement is higher with staff they already know and have relationships with.

Evidence states teaching assistants are more likely to have a positive impact whilst delivering structured intervention than general classroom support. (EEF). EEF suggest and we recognise TA's must undergo training to ensure the effectiveness of the programme delivered is to a high quality and beneficial.

Some examples of how The Priory School will use the catch-up funding include, but are not limited to:

- After School, School led tutoring delivered by staff
- Student lead Peer mentoring

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.

Information on how the school uses the pupil premium is available here:

<http://priory.tpstrust.co.uk/parents/pupil-premium/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Years 7 and year 11

Eligible pupils fall into the categories explained below.

5.1 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.

5.2 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.

5.3 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

5.4 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

6. Roles and responsibilities

6.1 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:

- 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.

7. Monitoring arrangements

This policy will be reviewed every 2 years by the Assistant Headteacher (Student Welfare) At every review, the policy will be shared with the governing board.

8. Links with other policies

[The Priory School Pupil Premium Strategy Statement](#)

<http://priory.tpstrust.co.uk/parents/pupil-premium/>

[Behaviour Policy](#)

[Child Protection Policy](#)