



Inspire Education Trust

Together we achieve, individually we grow

Pupil Premium & Disadvantaged Pupils Policy

Blue Coat CE Secondary School

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Document History

Version	Status		Date	Author	Summary Changes
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Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the Trust Board of Directors who will monitor the outcomes and impact of this policy every 3 years. The evidence base for assessment will be presented as agenda items at the Standards Committee meetings.

Pupil Premium

1. Overarching Principles

At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

- At Blue Coat, all members of staff and governors accept responsibility for those targeted pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.
- Any funding shall be targeted at closing the academic attainment gap, using research driven and impact proven strategies, which will support Pupil Premium eligible learners.

2. Background & Aim of the Pupil Premium Grant

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from "disadvantaged" backgrounds underachieve compared to their non "disadvantaged" peers. The Pupil Premium is provided to schools in order to support these pupils in reaching their potential by accelerating their progress and therefore achievement.

The Pupil Premium Grant is used to raise the attainment of disadvantaged students and close the gap with their peers. The aim of the Premium is to provide a specific policy targeting disadvantaged students – giving schools extra funding to enable them to take the most effective action that they believe will raise attainment and close the progress gap which continues to widen once they enter primary and secondary education.

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), 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](#).

3. Overall National DFE Objectives

1. 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.
2. 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.
3. 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.

3.1 Additional Academy Objectives

1. Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes an impact on their educational outcomes or wider measures that directly affect their academic progress
2. The Pupil Premium will be used to provide additional educational support inside and beyond their normal curriculum diet including access to extra curricula opportunities.
3. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
4. To ensure all "disadvantaged" pupils have access to the same broad, balanced, ambitious & inclusive curriculum through interventions designed to support excellent conduct and attendance.
5. The school will use the additional funding to address any underlying economic and social inequalities between children eligible for Pupils Premium and others.

4. Eligibility of Students for Pupil Premium Funding as of 2021-22

The pupil premium is allocated to the school based on the number of eligible pupils in Years 7 to 11. Eligible pupils fall into the categories explained below:

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

4.2 Looked after children

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

4.3 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.

4.4 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

5. Terms on which the PPG is allocated to schools

The Pupil Premium grant may be spent in the following ways:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the local authority which the school is situated
- The grant does not have to be completely spent by schools within the same financial year. As of 2018 funding can roll over into the next academic year.

6. Effective use of the Pupil Premium Grant

- The Pupil Premium is clearly identifiable within the school budget.
- The Pupil Premium Coordinator(s) will track spending centrally, measure the impact it is having on learner's outcomes and adjusting intervention strategies accordingly.
- Funding will be allocated following a quantitative data gaps analysis and qualitative analysis of individual student's needs.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged or underachieving. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Our spending strategy will be linked to the following 3 principles laid out in the [guide published by the Education Endowment Foundation \(EEF\)](#):

1. Teaching priorities; staff CPD opportunities and investment in quality assurance to improve quality first wave teaching. Targeted resources to support “disadvantaged” learners in accessing the same broad, balanced, ambitious & inclusive curriculum as their “advantaged” peers.
2. Targeted academic support; one to one or small group tuition, catch-up after school/weekend/holiday classes, academic or pastoral mentoring, exam revision materials, reading age interventions, software to support learning or to effectively monitor pupils’ attainment or progress.
3. Wider strategies; front line teaching or support staff, access to physical resources including IT to support learning in or outside of the classroom, support for pastoral, behavioral or mental health support in school, support for access to material resources that effect economic disadvantage, raising aspirations, extra curricula learning opportunities.

7. Accountability

7.1 The headteacher and senior leadership team 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
- Monitoring the quality of front-line teaching & learning including the in-lesson progress of Pupil Premium eligible learners through effective quality assurance practices
- 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 pupils and raising attainment

7.2 The Governing Body and Board of Directors 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 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

7.3 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

7.4 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.

Reviewed by: Alex Tomlinson July 2021

Next Review Date: July 2024

Approved by Directors: 08.11.21

Signed:



LOIS WHITEHOUSE
CEO



MARK GORE
CHAIR OF TRUST STANDARDS