

# Wellington School



## Pupil Premium Policy

**Updated:** January 2024

**Review Date:** January 2025

<b><i>Policy Title</i></b>	<b>Pupil Premium Policy</b>
----------------------------	-----------------------------

### ***Summary of Contents***

The purpose of this policy is to outline how Wellington School will ensure that allocated Pupil Premium funds are spent effectively to narrow gaps\* which currently may exist between PP eligible pupils and their non-eligible peers.

*\*gap refers to any significant and persistent disparity - this includes levels of progress, final exam outcomes, attendance, exclusion rates.*

<b><i>Date of Update</i></b>	January 2024
<b><i>Review Date</i></b>	January 2025
<b><i>Status</i></b>	Non- Statutory
<b><i>Member of SLT Responsible</i></b>	Louise Jaunbocus-Cooper

## **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.

## **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.

At Wellington School, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

## **4. Use of the grant**

- Our spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF)
- Our PP Grant is used to:
- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

We will:

- Consider the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face
- Use evidence to inform decisions on pupil premium spending
- Address a wide range of needs, taking group and individual needs into account
- Engage with parents/carers to take their views on their child's needs into account
- Make sure the school uses its pupil premium as effectively as possible
- Integrate pupil premium interventions into the curriculum
- Make sure all staff promote the principles and ethos of the pupil premium strategy

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

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed
- Funding educational trips and visits
- Funding pastoral support

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.

Our pupil premium strategy statement is available here: <https://www.wellington-school.co.uk/our-school/pupil-premium/>

The fundamental principles of our PP strategy are stated in our **Wellington Top 10** which is widely shared amongst all stakeholders:

- 1 Attendance (this underpins everything)
- 2 Good teaching
- 3 Relational and trauma informed approach
- 4 Identifying barriers
- 5 Reasonable adjustments
- 6 "Poverty Proofing" the school day
- 7 Timely interventions
- 8 Pastoral support
- 9 Cultural capital
- 10 Building aspirations (CAIG)

## **5. Eligible pupils**

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

### **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**

We expect **all members** of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

**It is everyone's responsibility to address disadvantage**

### **6.1 Headteacher and Senior Leadership Team (SLT)**

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
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups
- Ensure that staff are given appropriate support and relevant professional development (CPD) opportunities to accelerate pupil progress and attainment.
- Through performance management arrangements, they will make sure narrowing the attainment gaps is a priority area of focus for the school.

## **6.2 Role of the Finance and Business Manager:**

- It is the role of the Finance and Business Manager to hold central PP funds and update (half-termly) a central tracker- that will record all PP expenditure.

## **6.3 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

## **6.4 Heads of Department**

- Keep up-to-date with teaching strategies and research, which have a proven track- record in narrowing the gaps in attainment and achievement.
- Ensure PPP progress is on every agenda meeting and is high profile

- Use data analysis tools (e.g. SISRA) to identify the attainment gaps of PP-eligible pupils against non-eligible pupils nationally.
- To ensure the department are aware of effective teaching strategies to help PP students.
- Provide intervention strategies and initiatives at department level to support PP students.

### **6.5 Inclusion Team:**

- Ensure good attendance (96% and above) of **all** students
  - Encouraging up-take 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.
- Ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target pupils and groups.
- Meet regularly with PP students and identify any barriers to learning and provide strategies to overcome these barriers and share this information with staff (**See Appendix A**)
- Ensure CAIG is embedded as part of the tutor programme in line with Gatsby benchmarks
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Vulnerable New Pupil Day.
- Ensure records are kept with destinations information for all Year 11 leavers including PP students

### **6.6 Teaching Staff:**

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Follow the Wellington Top 10- **See Appendix 1**
- Effectively utilise attainment data, to plan effective lessons, which enable all pupils, to make good progress.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver the curriculum and lessons to a high standard and support the acceleration of progress in learning, so that attainment 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.
- Ensure literacy and numeracy is promoted in all lessons
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

### **6.7 Virtual School Heads (VSH)**

VSHs 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 yearly by the Deputy Headteacher. At every review, the policy will be shared with the governing board.

### **8. Links with other policies**

This policy is linked to:

- Relational Behaviour Policy
- Pupil Premium Strategy Statement
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Hub Policy



## PP Wellington Top Ten:



- 1 Attendance (this underpins everything)
- 2 Good teaching
- 3 Relational and trauma informed approach
- 4 Identifying barriers
- 5 Reasonable adjustments
- 6 “Poverty Proofing” the school day
- 7 Timely interventions
- 8 Pastoral support
- 9 Cultural capital
- 10 Building aspirations (CAIG)