



Joseph Hood Primary School / Hatfeild Primary School

Pupil Premium Policy



2023-24

This policy should be read in conjunction with the annual PPG statement which is available on the school website.

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

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](#).

Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research has shown that children from disadvantaged backgrounds are more likely to underachieve compared to their peers. The fund is paid directly to the school by London Borough of Ealing (or managed by the LA Virtual School Head in the case of Looked After Children).

Eligibility

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to 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 free school meals but would not have otherwise received free lunches.

- **Looked after children (LAC)**

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.

- **Post-looked after children (PLAC)**

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.

The portion of PPG funding for LAC and PLAC pupils is referred to as 'pupil premium plus' (PP+).

- **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.

Our Aims

Joseph Hood Primary and Hatfeild Primary School welcomes and shares the government's aim of tackling all forms of disadvantage.

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their educational, pastoral and social needs in a caring environment.

Through the use of Pupil Premium Funding we seek to raise the attainment of disadvantaged learners and to ensure that they achieve at least as well as their non-disadvantaged peers (closing the gap).

Context

Barriers to Learning

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Allocation of Pupil Premium Funding

There are four main areas to which we allocate Pupil Premium Funding:

- Educational provision: Aims to catch up or keep up children at risk of underachieving. Children are discussed at each pupil progress meeting, **three times per year** and targets and interventions are planned.
- Extended school provision: clubs, trips and other experiences that would otherwise be unlikely to be accessible to children at the school.
- Pastoral provision: including provisions that develop social skills, emotional literacy and overall health and wellbeing. This includes the breakfast club.
- Family support: activities that support families of children at our school and help families to support learning at home more effectively.

We recognise that not all disadvantaged pupils will be identified by the pupil premium criteria and likewise, not all children eligible for pupil premium funding will be disadvantaged or underachieving. Therefore, we do not ring fence our pupil premium funding but allocate it according to the needs of individuals or groups of pupils.

In choosing the type of provision we use we consider firstly the needs of the children and the desired outcomes as well as the resources (both human and physical) that are available.

We may also refer to educational research regarding the effectiveness of provisions using the Educational Endowment Fund to inform our choices. This is outlined in the school's Pupil Premium Strategy.

Pupil Premium grants are not personal funds. It is for the school to decide how best to utilise the funding to close the gap of its disadvantaged children.

Responsibilities

Executive Headteacher and SLT

In Joseph Hood and Hatfeild the Heads of Schools retain overall responsibility for leading the pupil premium strategy.

The SLT responsible for data will be responsible for producing reports for the governing body showing the progress made by socially disadvantaged pupils and projections for each academic year.

Targets for reducing the gap between pupil premium pupils and their peers are planned as part of the School's SDP.

The Executive Headteacher and governors will have overall responsibility for evaluating the impact of the programme.

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

Phase leaders are responsible for the progress of all pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant. They will liaise over the appropriate provision necessary in Pupil Progress Meetings with class teachers.

All staff

All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who have multiple barriers to learning (SEN, EAL, PPG) and those who qualify for additional funding through the pupil premium grant.

Class teachers are responsible for the progress made by all the pupils.

All staff will give pupils clear feedback that helps pupils to improve their work.

Governors

The governing board is responsible for:

Holding the Executive 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 Executive 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 Executive 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

Monitoring

All provisions will be regularly monitored through the school's Pupil Progress meetings to ensure they are meeting the outcomes set. This will lead to informed decisions on whether to continue particular interventions or not.

In addition, the attendance for PPG children and those in the vulnerable category will also be monitored to ensure that attendance is >96%.

This policy will be reviewed and updated every two years.

Accountability

An annual report will be available at the end of September which will detail expenditures and impact for the previous year. This will be reported to governors and other stakeholders and placed on the website.

Regular updates will be made to governors through the committee and FGB Executive Headteacher reports.

The committee with oversight this policy

Curriculum & Standards

The PP Lead at Joseph Hood is: Libby Wright

The PP Lead at Hatfeild is: Alice Waterman

Policy to be approved by Full Governing Board

FGBs in November 2023