



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated to maintained schools and academies with pupils between Foundation Stage and Year 11, on roll in January of each year, who are:

- Currently eligible for free school meals (FSM);
- Known to have been eligible for free school meals (FSM) at any time in the last six years (Ever 6 Pupils);
- Children currently in the care of the Local Authority (CLA)
- Children who have ever been in the care of the Local Authority, for one night or more and are now in other arrangements such as adoption (PCLA).

Children who are or have been eligible for FSM attract funding of £1480 per pupil.

Children who are CLA or PCLA attract funding of £2570.

Schools are free to decide how to spend the funding, with the exception of CLA funding, which is held by the Virtual School. The Virtual School decides how to deploy the funding, and the system differs from LA to LA.

Additional funding under the service pupil premium is available at a rate of £340 per pupil.

Schools have the freedom to spend the Premium, which is additional to their delegated budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-funded peers within the school and nationally, whatever their academic starting point and potential. We identify the barriers to learning experienced by funded pupils and ensure that spending is matched to these needs.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer;
- for whole class interventions which will also benefit non-disadvantaged pupils.

Vision

The pupil premium was introduced to help schools to address the significant tail of underachievement in education in England. Our aim is to raise achievement for every child, whilst narrowing attainment gaps as far as we can between funded pupils and others. The targeted and strategic use of Pupil Premium will support our schools in achieving this vision.

Principles

We always aim to adopt best practice based on evidence. The DfE guidance makes it clear that the Pupil Premium can be spent in ways that benefit all pupils, and we are aware of the importance of using the funding to support eligible pupils whose attainment is already high.

We take full account of EEF's guidance, and deploy our spending in line with the advice on using a three-tiered approach: teaching; targeted academic support; and wider strategies.

The Executive Head will hold overall responsibility for Pupil Premium provision, with specific shared responsibilities taken by members of the Senior Leadership Team.

A link governor will work with the SLT, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the deployment and impact of Pupil Premium funding.

We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school. We value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills. We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes ensuring that the needs of eligible pupils are adequately assessed and addressed.

For KS1 pupils, who are all entitled to receive Universal Free School Meals, we will make every effort to identify sensitively those who may be eligible for Pupil Premium funding, and encourage them to apply to the LA for 'FSM' funding.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike. Where appropriate, funding will be deployed in ways that benefit both funded and non-funded pupils.

The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and Mathematics, but even further where they have the potential to achieve beyond ARE.

We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.

The Pupil Premium funding will be allocated to a range of interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal best, and are well-prepared for the next stage of their education.

Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills, etc.

Additional provision for pupils with SEND will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will continuously monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. in-school tracking, Pupil Progress Meetings, Pupil Premium Plan)

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Area	Examples
Teaching: CPD	Additional CPD for individual teachers or whole staff e.g. SEND; Maths Mastery
Wider strategies: Family Engagement	Breakfast Club
Wider strategies: Attendance	Breakfast Club Attendance Officer Provision of transport
Wider strategies; Engagement in Learning and widening experiences	Educational visits, including residential trips (or pro rata contribution to the overall cost) Visitors to school (e.g. theatre companies) Development of outside provision (e.g. Forest School training)

	ELSAs and one-to-one therapies (e.g. Lego Therapy)
Targeted academic support: Accelerated Progress	Providing small group work with a well-qualified and trained teacher / teaching assistant, focused on closing gaps in learning 1-1 tuition from a qualified teacher/teaching assistant Additional staffing in specific targeted year groups Additional group teaching and learning opportunities provided by trained TAs or external agencies Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use Staff CPD for consistent Quality First Teaching and high-impact interventions
Wider strategies: Pupils as enablers	Monitor and mentor opportunities for pupils School Council

Reporting

It will be the responsibility of the EHT and SLT to produce annual Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for eligible pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been made since the last report;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention).

The Governing Body will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Appeal

Any appeals against this policy will be through the school's complaints procedure.

Review

This policy will be reviewed annually and updated/amended as appropriate in the light of any statutory or advisory changes including Ofsted or LA reports, or significant changes to school practice.

Review Date: December 2025