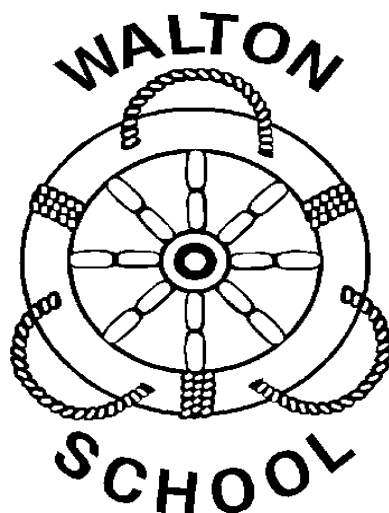




WALTON ON THE NAZE PRIMARY SCHOOL

PUPIL PREMIUM POLICY

2024/2025

Walton School Vision

Choose your Dream and chase it...

Work Hard

Aim high

Love Learning

Think of others

Open your mind

Never give up

Review date	Spring 2025
Approved date	Spring 2024
Responsible committee	Full Governing Body

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that 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 conditions of grant guidance \(2017-18\)](#), 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](#).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

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 that they can reach their full potential.

4. Use of the grant

- Walton on the Naze Primary School is mixed form entry school in Essex, currently with 228 pupils. We have a Breakfast club which runs daily and many varied after school clubs. (Currently on hold due to Covid)

- There are 4 schools in the locality; however, Walton has the highest deprivation factor by far.
- We have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to reach their full potential. Pupil premium funding is supporting us in ensuring that all children can, indeed 'Choose their dream and chase it.'
- Although the expectations for all are high, the Pupil Premium Grant helps the school to provide initiatives to narrow the attainment and achievement gap for some.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

As a school we have an improving track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for disadvantaged children – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress.

We continue to analyse our data and have made use of a range of research, such as, good practice in using pupil premium funding and the Sutton Trust toolkit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school, particularly in relation to Vulnerable groups (PDM's, PPM, PM targets)
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective (E.g. 2:1 provision)

We work with other local schools to benchmark and ensure best practice.

Identification of Pupils

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of good and outstanding teaching achieved by using our Phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

- Coaching and Lesson Study approach

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Early morning sessions (Booster and Phonics)

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents: to develop their own skills, to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson, TIP's, 1:1)
- Providing high quality pastoral and therapeutic support

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

- *Providing extra one-to-one or small-group support*
- *Providing funding for some LSA's to support children with SEMH*
- *Providing comprehensive Pastoral Care*
- *Running Booster sessions before or after school (for example, for children who need extra help with maths or literacy)*
- *Funding or subsidising educational trips and visits*
- *Providing training for staff for Key Priority improvements throughout the academic year, such as Phonics and Writing.*

Maintained schools add: We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

5. Eligible pupils

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.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January 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 January census.

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 in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision 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.

5.4 Ever 6 service children

Pupils:

- 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 January 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 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
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- 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 annually by the Full Governing Body. At every review, the policy will be shared with the governing board.