

# Pupil Premium Policy

## Uppingham Community College



**Approved by:** Governor Education Committee

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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: allocations and conditions of grant 2019 to 2020](#), 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 academies should publish online](#), and complies with our funding agreement and articles of association.

### 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

Approximately 15% of the student cohort of Uppingham Community College qualifies for the pupil premium grant. This is below the national average.

The following have been identified as possible barriers to learning applicable to our pupil premium students:

- On average, 35% of Pupil Premium students enter UCC with a lower literacy and / or numeracy profile from KS2 which acts as a barrier to learning.

- Student / parental engagement with school events and meetings is lower for PP families - therefore parents may not be as involved with their child's education and students may miss opportunities to develop their cultural capital.
- Pupil Premium families may struggle financially to support the student's learning and required resources are not utilised.
- Pupil Premium attendance at UCC is slightly lower (92% for the academic year 2019-20 up to February 2020 school closure) than the national average and the UCC target of 96% and therefore a barrier to learning and school involvement.

We use evidence based research and resources from the [Education Endowment Foundation](#) to inform our decisions on pupil premium spending and to underpin our 3 year strategic plan. We also regularly evaluate and assess our in school practices to enable us to learn what strategies work most successfully in our specific school context and with our students. This allows us to address a wide range of student needs whilst also taking group and individual needs into account. We also seek to engage with parents to take their views on the needs of their child into account. This is facilitated through an online parent information booklet (hard copies available if required), parents' evenings and regular communication with Progress Leaders and Personal Development Coaches.

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

- Close monitoring of all Pupil Premium provision and student progress by a dedicated member of SLT.
- Ongoing staff CPD provided including academic resources for dissemination and training.
- Smaller teaching groups in English and Maths to support students with a particular focus on PP students. Additional departmental adaptations for PP students based on individual barriers to learning identified.
- Subject specific interventions and resources as needed to benefit PP students e.g. differentiated resources, 1:1 support, personalised homework, online learning packages etc.
- The purchase of educational resources for PP students and to enable participation in school and extra-curricular opportunities e.g. subject trips, university visits, visits from external agencies on ACE days etc.
- Provision of a Personal Development Coach (PDC) for each year group to offer student centered mentoring for PP students and 1:1 support as needed. They have the key focus areas of attendance, behavior and readiness to learn and are proactive in encouraging students to take part in extra-curricular opportunities.\*
- Creation of individual PP student profile pages that capture critical information regarding each individual's barriers to learning and academic performance.\*
- Funding for well-being and behaviour agencies to work with Pupil Premium students.\*

\* These areas of provision are particularly relevant for our Service premium students who often require emotional support more so than financial.

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. Information on how the school uses the pupil premium is available here: [UCC Pupil Premium Strategic Plan](#)

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 7-11.

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 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

### **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 every 3 years by the Assistant Principal with responsibility for pupil premium. At every review, the policy will be shared with the governing board.

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

This policy has links to the following other UCC policies:

- Safeguarding
- SEND