



**Mabe  
Primary  
School**



**Kernow Learning**

**Building Excellent Schools Together**

# Pupil Premium Policy

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# Mabe School – Pupil Premium Policy

## 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

## Legislation and Guidance

This policy is based on the [pupil premium conditions of grant guidance \(2020-21\)](#), 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.

## 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.

## Use of the Grant

At Mabe School we have allocated the funding across four separate areas:

1. To provide high quality first teaching
2. Specific Intervention
3. Enrichment and Enhancement
4. Parental Support

Pupils are drawn from a mixed and wide catchment area encompassing rural and urban settings and varying levels of deprivation. Currently 18% are pupil premium compared to the national average of 25%. However, this is not indicative of the real level of disadvantage many of our pupils live with.

Based on the 2019 Index of Multiple Deprivation (IMD) and Income Deprivation Affecting Children Index (IDACI), 32% (including 4 pupils from the Nursery) of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England.

Attendance over all was 93% for the academic year 2021-22 and attendance for DP was 92.4%. The effects of COVID were still prevalent at this time

Some of the main challenges and barriers that our pupils face are:

- Under developed language skills on entry into the Reception year
- Limited access to a wide range of high quality reading material
- Narrow lived experiences which may foster low aspirations

- Limited access to IT equipment and other technology
- Low attendance rates and lateness
- Parental support at home

At Mabe Primary School we base decisions on our pupil premium spending using evidence-based research and resources, such as from the [Education Endowment Foundation](#). We also use our past experiences and learning from what works in our school to ensure that our planned spending impacts upon pupils' attainment, and seeks to narrow the attainment gap.

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
- Employing additional Teaching Assistants
- Running catch-up sessions before or after school
- Giving aspirational opportunities to children
- Providing club/ sports activities out of school hours
- Providing a % cost towards educational trips and visits
- Running parent information sessions
- Employing a Pastoral Lead/ emotional available adults

We 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 on the school website.

## Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception and Year 6.

Eligible pupils fall into the categories explained below.

### 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.

### 2. Looked After Children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### 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.

### 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

## **Roles and Responsibilities**

### **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

### **Governors**

The Interim Advisory 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

### **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

### **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.



## **Monitoring Arrangements**

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the Local Governing Body.

## **Links with Other Policies**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure the information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by Pupil Premium Policy 4 the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and in anti-bullying policies, as well as minutes of meetings involving governors the whole staff and the senior leadership team and school council.