



Kernow Learning
Building Excellent Schools Together

Pupil Premium Policy

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St Agnes Academy – 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 \(2022-23\)](#), 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 families 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 St Agnes Academy we allocate the funding to specific challenges as detailed in our 3-year strategy statement:

Pupils are drawn mainly from the rural village location of St Agnes and the fringes. Of the children not from St Agnes most are drawn from Perranporth. These children are taxied to St Agnes by the LA due to lack of places at the local school.

Currently 17% of our pupils on role attract the pupil premium grant, out of which: 79% are FSM, 3% are Ever6 FSM, 5% are previously looked-after children and 13% are forces children.

Out of the number on role: 13% are FSM, 1% are Ever 6 FSM, 1% are previously looked-after children and 2% are forces children.

40% of our pupil premium children (not including forces) are mid-phase entries which can impact further on disadvantage as pupils need time to settle and create the relationships necessary to flourish.

St Agnes Academy is lower than the national average for FSM – 13% school compared 23.8% national.

St Agnes Academy is amongst the 50% least deprived neighbourhoods in the country. In 2019 the LSOA was ranked 17,387 out of 32,844 LSOAs in England.



Our disadvantaged pupils face a number of challenges which, if not addressed, impede their progress and overall attainment. Below is an overview of the main challenges our pupils face but this is not an exhaustive list as we recognise our disadvantaged pupils are individuals with nuanced needs.

Our pupils may:

- Have poorer learning behaviours than their peers which impacts on the readiness and ability to learn at the same pace as their peers
- Have had less exposure to a language rich environment either through talk or books, impacting negatively on their access to the wider curriculum and writing
- Have lower attendance rates than their peers which causes interruptions in their learning and therefore impacting negatively on their progress
- Have had less opportunities and experiences which may negatively impact their sense of self, self-esteem and aspirations
- Have had less opportunities to develop fine motor skills necessary for writing leading to a disengagement in writing

At St Agnes Academy 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. In addition, we interview and observe all pupils and look at their written outcomes to identify issues and plan to address them.

We write our 3-year pupil premium plan in 3 sections: High-quality Teaching, Targeted Academic Support and Wider Strategies.

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

- Curriculum development
- Professional development (pedagogy and subject knowledge)
- Coaching support to improve the quality of teaching
- Providing extra one-to-one or small group support
- Providing a % cost towards educational trips and visits
- Funding of a Behavioural Lead
- Funding of an Educational Welfare Officer

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/carer 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/carers 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/carers 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 Local Governing Body 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



St Agnes Academy

- 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, 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, SEND and in anti-bullying policies, as well as minutes of meetings involving governors, the whole staff and the senior leadership team, and school council.