



THAMESVIEW SCHOOL

**Thong Lane, Gravesend,
Kent DA12 4LF**

Pupil Premium Policy

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1. Introduction

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

This is based on research showing that children from low-income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Thamesview School pupil premium policy incorporates the goals and vision of our school, which is rooted in our belief to develop a sense of shared ambition for success, and the resilience to achieve that ambition. This is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

2. Aims

This policy aims to:

- Provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.
- Work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.
- 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

3. 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](#).

4. 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.

5. Use of the grant

At Thamesview School, we consider a tiered approach to pupil premium spending to provide a balanced approach to improving teaching, targeted academic support and wider strategies. We believe facilitating the following should be the focus of Pupil Premium funding;

- Having a senior member of staff, in addition to the Headteacher, with oversight of how Pupil Premium funding is being spent
- High quality teaching is vital, rather than interventions to compensate for poor teaching.
- High level of expectations are maintained for the target group.
- Targeted effective academic intervention for underachievement
- A thorough analyses of underachievement and why
- Effective use of achievement data to check the impact of planned interventions and to make adjustments where necessary
- Where 'additional to and/or different from' is required, the school will use evidence to allocate funding to 'high-impact' strategies, based on research from reputable sources
- Highly trained support staff and teaching assistants
- Clear demonstration of impact on target group
- Routine participation and involvement of Lead governor

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

- Providing extra one-to-one or small-group support for disadvantaged pupils
- Employing extra teaching assistants and/or support staff
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of GCSE exams)
- Funding educational trips and visits
- Funding English classes for children who speak another language

We will publish our strategy and impact on the school's use of the pupil premium grant in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online. Our pupil premium strategy is available here: [\[insert a link to the relevant page of your website\]](#)

6. Eligible pupils

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. The pupil premium is allocated to the school based on the number of eligible pupils in year 7 to 11.

Eligible pupils fall into the categories explained below.

6.1 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.

6.2 Looked after children

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

6.3 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.

6.4 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

7. Roles and responsibilities

7.1 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

7.2 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
- Using relevant government guidance and under the direction of the Headteacher complete a Pupil Premium action plan incorporating delegated funding for the three tier targets – QFT, targeted intervention and wider school strategies.
- 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

7.3 Subject Leaders

- Research best practice on teaching and learning for pupil premium students and ensure this is incorporated into schemes of work.
- Promote a culture of high expectations for pupil premium students amongst all members of their teams.
- Ensure pupil premium students are provided with quality first teaching through grouping and curriculum provision.
- Use pastoral profiles to identify learning barriers for pupil premium pupils and share this with their teams.
- Ensure learning barriers for pupil premium pupils are addressed through appropriate use of 3S strategies in Wave 1 teaching and by Wave 2 and 3 interventions.
- Use attainment and progress data forensically to identify underachieving pupil premium pupils and share this with their teams.
- Monitor quality of teaching for pupil premium regularly through learning walks, work scrutiny and student voice.
- Provide evaluative feedback from monitoring on impact of teaching strategies for pupil premium pupils to their teams and identify actions for improvement.
- Liaise with pupils, class teachers, parents and senior leaders to address issues influencing the attainment and progress of pupil premium students.

7.3 Class teachers

- Identify and list pupil premium pupils in each class – September to July.

- Ensure they have high expectations for pupil premium students in both behaviour and attainment.
- Using the needs analysis and progress data, make provisions to address learning barriers of pupil premium pupils through incorporating 3S Strategies aligned with Rosenshine`s Principles into teaching.
- Arrange reviews with parents, pastoral and subject leaders to address any barriers inhibiting progress.
- Work with pupils, parents, subject and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plans for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform subject and senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.

7.4 Pastoral Leaders, learning mentors, welfare officers and family support worker

- Maintain a record of pupil progress (academic and behaviour for learning), learning barriers and impact of mentoring, and provide feedback to subject leaders and the class teacher
- Work with the attendance officer and Assistant Headteacher to monitor and promote pupil attendance
- Work with subject leaders, class teachers, pupils and parents to enable appropriate academic and pastoral provision for pupils, which supports their attainment and behaviour.
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Liaise with external partners and agencies, where appropriate

7.5 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

8. Monitoring arrangements

This policy will be reviewed yearly by the assistant headteacher in charge of PPF. At every review, the policy will be shared with the senior leadership team, the governing board and the whole school staff.

PUPIL PREMIUM POLICY

This Policy was agreed and adopted at a Governors' meeting held on _____ (date)

Signed _____ (Governor)

Signed _____ (Headteacher)

This policy will be formally reviewed in September 2021