

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 (2018-19), 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 of all abilities to reach their potential and support pupils with parents in the regular 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

- 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 Teaching & Learning Policy), supported by use of additional, delegated funding.
- To 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.
- To 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.

- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

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

- SEND Interventions
 - Specialist HLTA intervention and SEMH Support
 - Counselling
 - Cook and Eat
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- 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.
 - Our pupil premium strategy is available here:
http://apcollege.co.uk/?page_id=910

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in our Primary and Secondary provisions.

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 (LAC)

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 (PLAC)

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 Executive Headteacher, COO and Leadership team

- 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 COO and Business Manager

- Monitor allocations / delegation of funding for pupil premium and pupil premium plus
- Provide information on allocation for pupil premium funding via the school website and reports to governors.
- Work with designated staff to monitor impact and evaluate against set targets

6.3 Finance Assistant

To enter income and expenditure accurately into the schools accounting system and provide support to designated leads on monitoring of financial aspects.

6.4 Management Committee

The Management Committee is responsible for:

- Holding the Executive 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 Executive 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 Executive 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

6.5 Operational Leaders

Director of Learning: Pupil Premium Lead Responsibility

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Provide pupil premium progress reports for the Leadership Team
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

Heads of School and SENDCO:

- Identify all eligible pupils as required and liaise with Pupil Premium Lead
- Arrange meetings with parents and pupil re: needs analysis where required
- Arrange reviews with parents / multi-agencies/external agencies as required
- Work with pupils, parents 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 teachers and 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 senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

- Maintain a record of pupil progress and impact of interventions, and provide feedback to the class teacher
- Monitor pupil attendance
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum

6.6 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

6.7 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 two years by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

- Special Educational Needs and Disability Policy
- Children Looked After Policy
- Teaching and Learning Policy
- WSAPC Vision and Ethos

CREATED BY WSAPC:	September 2020
REVIEWED	September 2025
REVIEW DATE (Biannually)	September 2027