



PUPIL PREMIUM POLICY

Reviewed: Spring 2024

Next Review date: Spring 2027

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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

- 2.1 This policy is based on the pupil premium allocations and conditions of grant guidance 2023 to 2024, published by the Education and Skills Funding Agency (ESFA). 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.
- 2.2 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

- 3.1 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 they can reach their full potential.

4. Use of the grant

Improving outcomes and life chances for all of our students is at the very heart of what we do at Branston Community Academy. Our work with our disadvantaged students is key to ensure that every single student achieves the best education that allows them to achieve and realise their potential. Strategies to address disadvantage rely on the quality relationships that we forge. Ultimately, we want our disadvantaged students to have a better relationship with learning, and this is at the heart of our strategy – that we help to improve our students as learners, and enable them to get the best out of their time with us at Branston Community Academy.

High quality teaching has been proven to have the greatest impact on closing the attainment gap, and we have high quality teaching at the very core of our strategy. Improving teaching quality and focusing on recruitment and retention of the best teachers enables us to ensure that high quality teaching is integral to our provision and plan. Our clear focus is on identifying pupil need, closing the attainment gap, and working towards achieving no gap in levels of engagement, effort and attendance.

Our strategy focuses on closing the attainment gap as well as broadening horizons and developing enthusiasm and curiosity. We aim to remove any barrier to enjoyment of learning. We believe relationships are at the heart of starting to address educational disadvantage and will continue to ensure we put these at the forefront of our strategies. Quality of learning environment and a sense of belonging for all our students is at the very heart of what we do. We want all students to experience and embrace every opportunity, and we will endeavour to provide all students with a full range of educational and wider experiences. We value opportunities to extend and develop our students' Cultural Capital. School is far more than subject lessons. We offer targeted support to enable all our students to access all that Branston Community Academy has to offer. We will use the Pupil Premium to ensure our students are supported in accessing everything that makes education exciting and inspiring. Raising aspiration and breaking down barriers to success is the driver of everything we do and offer within our Pupil Premium strategy.

We have a tiered approach about negating the impact of disadvantage on learning; teaching & learning, academic intervention and wider approaches. Our dedicated Student Support team work closely with students to ensure the

approach is right for each and every child. Our approach is a highly personalised one; removing barriers to ensure that every student is able to access learning and can achieve their very best. We focus on attainment gaps and data, alongside close attention to the wider experiences of our students, and support them with a dedicated team of Student support officers.

All students, regardless of their background or any challenges they may face will have access to the highest quality education. Students have access to a broad and balanced curriculum and all students have full and equal access to all learning opportunities. We provide equity of opportunity for all, and work hard to remove any barriers to success, whether they be academic, material or self-belief. We have a range of strategies to ensure equity of experience in school.

Our strategy aligns with the EEF Guide to Pupil Premium:

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709>

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

We consider the context of our school and the main challenges and/or barriers our disadvantaged and vulnerable pupils face.

We closely monitor the effectiveness of our provision and this informs our planning decisions on Pupil Premium funding in the future.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: https://branstonca.lincs.sch.uk/wp-content/uploads/Pupil_premium_strategy_statement_2023.pdf

4.1 The grant is used to combat the barriers to learning including the following:

- Raising aspirations
- Social capital – ability to access the experiences of their peers
- Transport
- Attendance
- Access to clubs/extra-curricular activities
- Access to technology to assist with work
- Access to additional reading
- Space/place to study
- Home attitudes towards school/education
- Attendance at Parents' Evenings
- Deprivation
- Mentoring
- School/home close working relationship & engagement
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4.2 Some examples of how the school may use the grant include, but are not limited to:

- Year 6 to 7 transition programme including a 5-day summer school
- Providing a dedicated team for disadvantaged students
- Providing extra one-to-one or small group support
- Running catch-up sessions in core subjects (these are arranged at a time convenient for the student)
- Providing extra tuition where needs, particularly in the run up to key exams
- Funding educational trips and visits – All additional trips, which support the curriculum are fully funded, e.g.

day trip to France, theatre trip, visit to a gallery etc. Trips which are non-educational are partly funded but the rest of the cost would need to be funded by the family e.g. football trip to Madrid.

- All students are given the opportunity to go on a residential e.g. PGL, Outward Bound, Snowdon, Duke of Edinburgh Award / camping.
- Mentoring – All pupil premium students have access to regular mentoring sessions with a designated member of the PP team. A range of topics are discussed within these sessions, including current attainment and effort, as well as any difficulties/issues that they may be currently experiencing.
- Equipment/Uniform – All students are provided with basic equipment that they will require for the school day. This includes pencil case, pens, pencils etc. Students are also provided with a uniform letter which allows them to get their uniform from the school provider, including PE kit. Students studying subjects such as Art, DT, Food, PE and Performing Arts are provided with the additional equipment, materials or ingredients.
- Raising aspirations – Visits to local universities (Aim High, Subject days), Access to visiting speakers, Additional career guidance and peer mentoring (with older students who have experienced similar deprivation).
- Transport – Transport costs will be funded/part funded when required.
- Clubs/extra-curricular activities – Some assistance towards in and out of school activities, magazine subscriptions
- Attendance – mentoring conversations which cover the importance of attendance and the barriers to attending school, Rewards for improvement in attendance; assistance with transport if this is the reason.
- Access to Technology – Provision of laptops, provision of pen drive, access to printing facilities.
- Access to reading – Lexia subscriptions, reading suggestions, books.
- Staff training

4.3

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 www.branstonca.lincs.sch.uk

5. Eligible students

The pupil premium is allocated to the school based on the number of eligible students in Years 7-11. There is an updated list available each year.

Eligible students fall into the categories explained below:

5.1 Ever 6 free school meals

Students recorded in the most recent October 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 October census. This also includes students with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year

5.3 Post-looked after children

Pupils recorded in the most recent October 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

In state care from outside England and Wales before being adopted

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

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 October 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 Principal and Senior Leadership team

The Principal and Senior Leadership team are responsible for:

Keeping this policy up to date, and ensuring it is implemented across the school

Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

Keeping this policy up to date, and ensuring it is implemented across the school

Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

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 annually by the Senior Lead responsible for Pupil Premium. At every review, the policy will be shared with the governing board.

DRANSTON
COMMUNITY ACADEMY