

PUPIL PREMIUM POLICY

BRANSTON
COMMUNITY ACADEMY

Reviewed: Summer 2019

Next Review date: Summer 2023

. 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 students 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 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](#).
- 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 students and support students with parents in the armed forces. The school will use the grant to support these groups, which comprise of students with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential. It will also allow student from disadvantaged backgrounds to have access to extra-curricular activities and other experiences which increase cultural capital.

4. Use of the grant

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

- Low 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
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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, 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 – Reading suggestions, vouchers towards books.

4.3 Our pupil premium strategy is available here: www.branstonca.lincs.sch.uk

4.4 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.

4.5 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. 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 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 students first known to be eligible for free school meals in the most recent January census.

It does not include students who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

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

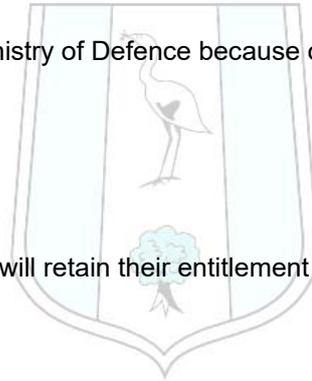
5.3 Post-looked after children

Students 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 4 service children

Students:

- 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 4 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.



5.5 Transitional Protection

Currently all Free School Meal students will retain their entitlement to disadvantaged funding under the roll-out of Universal Credit.

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 that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged students and supporting students 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 students 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 students and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the Principal 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 students eligible for the pupil premium, in conjunction with the Principal, 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 Principal 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

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all students, including those eligible for the pupil premium
- Identifying students 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.

