



## Pupil Premium Policy

<b>Date ratified</b>	January 2022
<b>Committee Responsible for Policy</b>	Standards, Teaching and Learning
<b>Date to be updated</b>	January 2022
<b>Headteacher Signature</b>	
<b>Chair of Governors/ Committee Signature</b>	



Contents

1. Aims .....3

2. Legislation and guidance .....3

3. Purpose of the grant .....3

4. Use of the grant .....3

5. Eligible pupils .....4

6. Roles and responsibilities .....5

7. Monitoring arrangements .....6

8. Links with other policies .....6



## 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 \(2017-18\)](#), 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](#).

## 3. 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, where applicable, to support these groups 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 and in such cases, the grant will be used to support them to reach their full potential.

## 4. Use of the grant

When making decisions on how to use the pupil premium in our school we consider:

- the main challenges or barriers our pupils face, such as living conditions, support at home
- evidence-based research and resources from the [Education Endowment Foundation](#), and learning from what works for our pupils
- how to address a wide range of needs, whilst taking group and individual needs into account
- views of the parent/carer/guardian on the needs of their child

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

- Providing extra one-to-one or small-group support
- Providing extra tuition in English and Maths where needed
- Employing extra teaching assistants and learning support assistants

- Providing access to emotional support services such as Targeted Mental Health in Schools (TaMHS) and Play Therapy
- Providing training and resources for support programmes such as Emotional Literacy Support Assistants (ELSA) and Theraplay
- Funding educational trips and visits

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: [https://www.holytrinity.merton.sch.uk/web/pupil\\_premium/307876](https://www.holytrinity.merton.sch.uk/web/pupil_premium/307876)

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery to Year 6.

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

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

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 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
- 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 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 and senior leadership team to use the pupil premium in the most effective way

### 6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis, by planning and delivering the extra support
- Setting appropriate targets for pupils 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 deputy headteacher.

## 8. Linked Policies:

- Teaching and Learning
- SEND