



# Inspire Education Trust

Together we achieve, individually we grow

## Pupil Premium Policy - Primary

---

**Policy Date:** November 2021

**Review Date:** November 2022

## Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 21	Claire Jones	Initial draft

## Contents

1. Aims .....	Error! Bookmark not defined.
2. Legislation and guidance .....	Error! Bookmark not defined.
3. Purpose of the grant .....	Error! Bookmark not defined.
4. Use of the grant.....	Error! Bookmark not defined.
5. Eligible pupils.....	Error! Bookmark not defined.
6. Roles and responsibilities .....	8
7. Monitoring arrangements .....	9
8. Links with other policies.....	Error! Bookmark not defined.

## 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 \(2021-2022\)](#), 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 academies should publish online](#), and complies with our funding agreement and articles of association.

## 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 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

The priority for all Inspire schools is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our priority is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full and achieve on an individual basis through the following key priorities:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children to make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers
- Each school's funding strategy is informed by research evidence, including the [EEF Toolkit](#), [EEF EYFS Toolkit](#) and [EEF School Improvement Planning Guidance](#)

The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. Inspire Education Trust's pupil premium strategies are founded on the following principles and practices:

- Implementing a tiered approach to Pupil Premium spending to focus on the approach to improving teaching, targeted academic support, and wider strategies.
- School leaders and Disadvantaged Champions focus on a small number of priorities each year in areas that will make the biggest difference, with a focus on effective implementation.

The tiered approach adopted is formed on the basis of strong external evidence. School leaders will consider a wide range of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care. In addition to the EEF research based resources and evidence, schools follow the recommendations set out in the [Using Pupil Premium: guidance for school leaders](#) from the DfE updated on 1st November 2021.

When planning the Pupil Premium Strategy Inspire primary schools will:

- Consider the context of the school and the main challenges or barriers the pupils face, such as the overall demographic, numbers of children entitled to Pupil Premium funding, deprivation indicator, analysis of school's internal data and statutory year group data to identify gaps.
- Use other evidence such as learning from what works in your school to inform your decisions on pupil premium spending including staffing, tutoring opportunities, co-curricular opportunities and advice and guidance from external professionals including Educational Welfare Officers (Attendance).
- Address a wide range of needs, and take group and individual needs into account. Hold termly pupil progress meetings to identify needs of individual pupils, interventions and support along with pastoral needs.
- Engage with parents to take their views on the needs of their child into account, developing relationships with families and supporting them through additional routes such as financial support for trips, clubs, family learning, Early Help and those families without recourse to public funding.

#### Key Inspire objectives:

- Research based evidence to inform best classroom practice including interventions, differentiation, engagement and relationships
- A comprehensive CPD programme for all classroom practitioners
- Priority marking and feedback as standard to support accelerated progress
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- Positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, family liaison
- Rigorous monitoring of attendance of individual children/families working alongside external professionals to ensure good attendance for all including reducing persistent absenteeism, lateness and unauthorised absences

- High levels of pastoral support and training to maintain high expectations of behaviour and to develop good learning behaviours in all through appropriate support and alongside external professionals
- Rigorous monitoring including; pupil voice, case study, parental questionnaire and 1:1 parent conversations/catch ups
- Effective implementation of interventions with analysis of impact on progress and attainment
- Enrichment strategies to improve the daily lived experience of all disadvantaged children including financial support for trips, residentials, co-curricular clubs and free Breakfast Club
- Accountability through performance management for all teaching and support staff
- Named key children for teaching and support staff linked to performance management
- Identification and planning for the complex needs of families in receipt of Free School Meals, Pupil Premium funding and families who require school support who do not qualify
- Disadvantaged Champion in all Inspire schools

This may be delivered through:

- Providing extra one-to-one or small-group support, additional interventions
- Recruitment of high quality teachers and teaching assistants
- High quality Continual Professional Development programmes
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or English)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding educational trips and visits

Pupil Premium Leads are as follows:

School	Headteacher	Disadvantaged Champion	Premiums Governor	Link
Clifford Bridge Academy	Madaleine Morgan	Madaleine Morgan	Alex Tomlinson	
Hearsall Community Academy	Claire Jones	Claire Jones	Lisa Hayes	
Stockingford Academy	Gill Bowser	Lindsay Banes	Charlotte Marten	
Walsgrave C of E Academy	Damien Sowerby	Aarti Crowter	Kate Steventon	
Whittle Academy	Michelle Harris	Hannah Powell	Dave Baker	

We will publish information on the school's use of the pupil premium on each school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here (click logo below):



## 5 Eligible pupils fall into the categories explained below

### 5.1 Ever 6 free school meals

Pupils 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.

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 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.

### 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

NB: The DfE sets out conditions of grant which may include children with no recourse to public funding such as new arrivals to the country as refugees and families who are clearly disadvantaged but may not qualify. Pupil Premium funding can be inclusive of these groups of children without them qualifying for the funding.

## 6 Roles and responsibilities

### 6.1 Headteacher, Pupil Premium Lead & 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 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 pupils and raising attainment

### 6.2 Governors: Head of Education Primary (HoEP) Local Governing Committee (LGC) & Trust Standards Committee (TSC)

The above are responsible for:

- Holding the headteacher to account for the implementation of this policy (**HoEP & LGC**)
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant (**LGC**)
- 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 (**HoEP & TSC**)
- Monitoring whether the school is ensuring value for money in its use of the pupil premium (**HoEP & LGC**)
- Challenging the headteacher to use the pupil premium in the most effective way (**HoEP & LGC**)
- Setting the school's ethos and values around supporting disadvantaged members of the school community (**HoEP & LGC**)

### 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 Trust Pupil Premium Lead. At every review, the policy will be shared with the Standards Committee.

Reviewed by:

Claire Jones

December 2021

Next Review Date:

December 2022

Approved by Directors:

7 February 2022

Signed:



---

Lois Whitehouse  
CEO



---

Mark Gore  
Chair of Standards