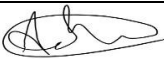
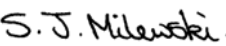


Pupil Premium Spending Policy

Valley Primary School



POLICY APPROVAL

Date of Policy issue:	September 2024
Date of Next Review:	September 2025
Signature:	 Amarjot Butcher. Chair of Local Governing Body.
Signature:	 Susan Milewski. Headteacher.
Date of Signatures:	02.10.2024



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September 2024

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that all members of our school community understand its purpose and which pupils are eligible
- Set out **how Valley Primary 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: allocations and conditions of grant 2024 to 2025 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/781111/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025.pdf), 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](#).

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

At Valley Primary School, our spending strategy is informed by research evidence and with particular attention to the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide and DfE's menu of approaches, which focus on

- Supporting high quality teaching, for example through opportunities for the professional development of our staff;
- Providing targeted academic support, such as one to one / small group interventions; and



- Tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

At Valley Primary School, we have identified key barriers for our disadvantaged and vulnerable pupils. These include attendance related issues, vulnerability to underachievement and a need for pastoral / wellbeing support for some pupils and families. We are also keen to promote equal opportunities for children to engage with a rich range of experiences and enrichment activities.

We aim to meet the diverse needs of our children and plan intervention and support for groups / individuals using a range of information including formative and summative assessment evidence, evaluations of impact and with reference to research on evidence based interventions.

We take into account feedback from parents, staff and pupils to plan appropriate support and opportunities.

Staff promote the principles of our pupil premium strategy ensuring careful attention to academic and pastoral needs of pupils in their care, timetabling support with consideration to curriculum entitlement and with high expectations for behaviour for learning and progress.

Examples of how Valley Primary School uses the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support
- Ensuring capacity for teaching assistants and higher level teaching assistant support
- Providing targeted, differentiated teaching of core subjects in reduced class sizes to allow high quality feedback, assessment and interaction
- Providing CPD to ensure that **all** children across the school receive good teaching, with increasing percentages of good and outstanding teaching, addressing variations
- Extending learning time such as through catch-up sessions after school (for example Maths and English focused activities)
- Subsidising educational trips, visits, sports and enrichment clubs
- Ensuring capacity for Attendance Welfare and Pastoral support

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: [Valley Primary School - Pupil Premium](#)



5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between reception and year 6.

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

6. Roles and responsibilities.

6.1 Headteacher and senior leadership team

The headteacher, senior leadership team and pupil premium leader (deputy headteacher) 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
- 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 body 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 body is responsible for:

- Holding senior leaders to account for the implementation of this policy; allocating a link governor to liaise with school's pupil premium leader
- 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 pupil premium leader, 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 pupil premium leader 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 and agreed actions / support identified
- Setting high expectations for all pupils, including those eligible for the pupil premium



- Engaging in regular pupil progress meetings, analysing assessments, identifying needs and forming and evaluating plans to support
- Ensuring consistent implementation of marking policy and high quality feedback
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to phase leaders and the senior leadership team
- Consulting with pastoral staff / SLT where well-being concerns arise
- 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 pupil premium leader. At every review, the policy will be shared with the governing body.