



Braidwood School

*Turning potential into success*

# Pupil premium policy 2020-2021

**Reviewed by:** Karen Saywood - Head Teacher

**Date:** 9th March 2021

**Next review:** March 2022

## 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 learners 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 learners and support learners with parents in the armed forces.

The school will use the grant to support these groups, which comprise learners with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all learners eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so that they can reach their full potential.

## 4. Use of the grant

The attainment gap for young people at age 11 years is at its greatest for those young people who are disadvantaged, receive free school meals or have SEND. Braidwood recognises that all our learners, as Deaf young people in a hearing society, are disadvantaged and vulnerable as children with SEND. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil or groups of learners the school has legitimately identified as being disadvantaged and vulnerable.

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

- Additional Speech and Language Therapy (SALT) to that provided by the Local Authority
- Subsidised Breakfast Club
- Drama provision for the whole school in order to assist children with self-expression and confidence
- Fund BSL classes for parents and families in order to enable them to communicate with their young people in the home

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: [www.braidwood.bham.sch.uk](http://www.braidwood.bham.sch.uk)

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.braidwood.bham.sch.uk](http://www.braidwood.bham.sch.uk)

## **5. Eligible learners**

The pupil premium is allocated to the school based on the number of eligible learners across the school.

Eligible learners fall into the categories explained below:

### **5.1 Ever 6 free school meals**

Learners recorded in the most recent January school census who are known to have been eligible for free school meals at anypoint in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes learners first known to be eligible for free school meals in the most recent January census.

### **5.2 Looked after children**

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

### **5.3 Post-looked after children**

Learners 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**

Learners:

- 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:

- A. Keeping this policy up to date, and ensuring that it is implemented across the school
- B. Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged learners and supporting learners with parents in the armed forces
- C. Planning pupil premium spending and keeping this under constant review, using an evidence-based approach
- D. Monitoring the attainment and progress of learners eligible for the pupil premium to assess the impact of the school's use of the funding
- E. Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- F. Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- G. Providing relevant training for staff, as necessary, on supporting disadvantaged learners and raising attainment

## **6.2 Governors**

The governing board is responsible for:

- A. Holding the headteacher to account for the implementation of this policy
- B. Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- C. Monitoring the attainment and progress of learners eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- D. Monitoring whether the school is ensuring value for money in its use of the pupil premium
- E. Challenging the headteacher to use the pupil premium in the most effective way
- F. 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:

- A. Implementing this policy on a day-to-day basis
- B. Setting high expectations for all learners, including those eligible for the pupil premium
- C. Identifying learners whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- D. 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:

- A. Identifying the eligible looked after children and informing the local authority
- B. Making sure methods for allocating and spending ensure that looked after children benefit without delay
- C. 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
- D. Demonstrating how pupil premium funding is raising the achievement of looked after children
- E. 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 Head teacher. At every review, the policy will be shared with the governing board.