



Fulbrook Middle School

Pupil Premium Policy

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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 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

When deciding how to spend our grant, we take into consideration our school's context and the barriers that our disadvantaged pupils face.

Historically, pupils eligible for Pupil Premium, at Fulbrook Middle School, have struggled with inference in relation to reading. This is due to a lack of cultural experiences and/or limited access to quality reading materials outside of school. As a result, they have had limited vocabulary when compared to non-disadvantaged pupils in our school. Furthermore, our disadvantaged children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This makes it harder for our disadvantaged pupils to relate to the wider curriculum.

29% of our pupils eligible for Pupil Premium funding, at Fulbrook Middle School, are also identified as having Special Educational Needs and/or Disabilities (SEND) with the greatest area of need: Cognition and Learning. Please see our SEND Policy for more information regarding special educational needs.

Some of our disadvantaged pupils present with attachment issues. This means that they are more likely to display challenging behaviour and/or emotional issues, which impacts negatively on achievement in lessons and attendance at school.

Parents of disadvantaged children at Fulbrook are less likely to engage with particular reference to their ability to support home-based activities, attendance at parent evenings and workshops. For our VIP¹ pupils, this issue is further compounded in relation to the reviewing of SEND provision. We have identified that this is for a range of reasons including shift patterns, transport issues, childcare and a lack of confidence in engaging with the school.

¹ Children with SEND and are disadvantaged

How do we decide to spend our grant?

We use evidence to inform decisions on pupil premium spending – for example, we use evidence-based research and resources from [Education Endowment Foundation](#), and learning from what works in our school. When making decisions, we address a wide range of needs, and take group and individual needs into account. We encourage and promote parents to share their views on their needs of their child and find opportunities to engage with parents throughout the year.

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

- Continuation of Professional Development for teachers to raise awareness and improve the quality of teaching across the school
- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions for disadvantaged children who need extra help with maths or literacy.
- Providing extra tuition where needed ahead of national assessments (SATS)
- Making contributions towards educational trips and visits (a contribution between 50 and 100% of the total cost dependant on need and in discussion with the Headteacher)
- Funding English classes for children who speak another language
- All small groups in Learning Support or Learning Mentor groups
- Educational assessments including Educational Psychology (dependent on needs)
- Funding peripatetic instrumental lessons (a contribution between 30 and 100% of the total cost dependant on need and in discussion with the Headteacher)
- ICT equipment (dependent on need)
- Emotional support, including mentoring/counselling sessions

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 current pupil premium strategy is available on the school website.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 5, 6, 7 and 8.

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.

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 heads² 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

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 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 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:

² Virtual school heads promote the educational achievement of the children who are looked after by the local authority they work for

- 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, for which they work.

7. Monitoring arrangements

This policy will be reviewed yearly by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to our Special Educational Needs and Disabilities Policy.