



Pupil Premium Policy

Staff responsible for policy: Mrs Elspeth Doran

Updated September 2024

Chair of Governors: Sue Miller

Headteacher: Jo Reid

Policy determined 1st October 2024

Policy reviewed 7th October 2025

Botley School governing board

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](#) (updated June 2024), 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

Common ways in which we spend our Pupil Premium fund include:

- ✓ Extra one-to-one or small-group support for children within the classroom.
- ✓ Employ extra teaching assistants to work with classes to ensure any child who has fallen behind, gets additional support to ensure we close the gap.
- ✓ Purchase materials and external training and ongoing continuing professional development for all staff to raise attainment e.g. Monster Phonics
- ✓ Interventions to boost learning and narrow the gap between peers such as Numskills, Project X Code etc.
- ✓ Nurture interventions such as art groups, forest school and Lego clubs.
- ✓ Forest School/Outdoor Learning.
- ✓ Curriculum enrichment days/weeks such as science week and topic days.
- ✓ A range of clubs such as gardening, sports and coding club.
- ✓ Funding educational trips and visits.
- ✓ Investing in resources that boost children's learning, such as laptops or tablets.
- ✓ ELSA (Emotional Literacy Support Assistant) to work 1:1 and with small groups to support children who have emotional needs
- ✓ Employ Family Liaison Support Worker to support families to ensure children attend school every day, and to support families to ensure children are socially and emotionally ready to learn.

Often, **all of the children in a class will reap some benefit from how we spend Pupil Premium**: for example, if the money is used to fund an additional teaching assistant who

works across the whole class, rather than providing one-to-one support. Research shows that the fund does help to narrow gaps between disadvantaged children and their peers, particularly in English and Maths.

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.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in classes from Reception to Year Six.

Eligible pupils fall into the categories explained below.

✓ 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.

✓ Looked after children

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

✓ 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.

✓ 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 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

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

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

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.

Monitoring arrangements

This policy will be reviewed every two years by the Head Teacher and Pupil Premium Lead. At every review, the policy will be shared with the governing board.

September 2025