# Pupil Premium and Looked After Children Policy

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## 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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 allocations and conditions of grant guidance 2023 to 2024, published by the Education and Skills Funding Agency (ESFA). 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 they can reach their full potential.

## 4. Use of the grant

Henlow Academy is a growing (middle converted) newly established secondary school in Central Bedfordshire. The school is part of a small multi-academy trust, Poppy Hill. As a Church of England School we also work closely with the Diocese of St Albans. The school's vision of John 10:10, "I have come that they may have life, and have it to the full" alongside our school values of honesty, enthusiasm, nurture, love, originality and wisdom underpin our Pupil Premium policy and spending.

Henlow Academy has identified the different barriers our Pupil Premium students face which we strive to overcome. These include internal and external barriers alongside the ongoing impact of Covid-19 and current cost of living crisis; both of which have severely impacted the group considered disadvantaged.

Using the Education Endowment Foundation (EEF) guide and other research we have implemented a variety of approaches and the direct links to research can be found on our Pupil Premium Strategy for each intervention or strategy.

The overall strategy is designed around the 3-tiered approach as described in the EEF's pupil premium guide.

In order to ensure and support high quality teaching the school has invested in CPD internally and externally. The school is currently following a 2 year programme of the Embedding Formative Assessment Programme through SSAT which is highly supported by the EEF. All teaching staff and key non-teaching staff have had a 6 hour CPD session through Trauma Informed Schools. All staff have received CPD on Equality, Diversity and Inclusion. 13 members of staff have either completed or are near completion of NPQ courses alongside a variety of other external courses focused on curriculum and teacher development.

The school's Behaviour and Relationship policy underpins the school's approach to behaviour based around a restorative approach – essential for building relationships particularly with our most vulnerable learners including disadvantaged students.

Targeted Academic intervention in Maths, English and Science is taking place using the NTP funding and Covid Recovery Funding alongside Pupil Premium funding. The Reading Plus intervention programme targets those students with low literacy or those who are not making expected progress alongside Read, Write, Inc intervention.

Pupil Premium funding also supports a variety of other interventions to help tackle non-academic barriers to academic success focusing on attendance, behaviour and SEMH. Examples of these interventions are Mindfit (a sport based programme focusing on self-esteem and making good choices), Horse Therapy, Art Therapy, Young Carer support, bought in projects to focus on behaviour for those at risk of exclusion or exploitation and alternative learning style projects through the Greensands Trust. The school also provides a designated teacher for all Children who are looked after, post-looked after/adopted or who are under a Special Guardianship Order. This year the school has employed a Trauma/Bereavement counsellor to work alongside our Pastoral Officer. This supports our tiered approach to supporting SEMH which is accessed by a significant number of disadvantaged students. The school also has a designated staff member for our Forces Students.

The Pupil Premium funding is also used to support other barriers to education such as access to the wider curriculum for example trips, music lessons, sports club subsidies and food tech vouchers. The school also supports students with uniform, stationery and other items needed for school. The school has launched a community locker to help those struggling with items for home alongside having close links with the Need Project enabling food bank referrals. The school is using a variety of initiatives to engage and build strong relationships with parents/carers of disadvantaged students.

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:

https://www.henlowacademy.co.uk/web/pupil_premium/643783

**5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in all year groups from Year 7 to Year 11.

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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) 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
- In state care from outside England and Wales before being adopted

**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, pupil premium lead and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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 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 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:

- 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 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:

Behaviour and Relationship Policy https://www.henlowacademy.co.uk/web/policies/394688