



Knowsley Central School

Pupil Premium Policy

Reviewed by:

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Contents

- 1.Aims
- 2.Legislation and guidance
3. Purpose of the grant
4. Use of the grant
5. Eligible pupils
- 6.Roles and responsibilities
- 7.Monitoring arrangements

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 \(2021-2022\)](#), 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 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.

Knowsley Central does not discriminate against any pupil regardless of ability/disadvantage or parental status, therefore will always ensure that all pupils are able to access relevant resources and activities as to meet their educational, sensory and, social and emotional needs.

4. Use of the grant

All Pupils at Knowsley Central School have Special Educational needs including autism, ADHD and social, emotional and mental health difficulties (SEMH). Every child has an Education Health Care Plan (EHCP) which is reviewed yearly. Progress and attainment are measured in a variety of ways that are appropriate to individual learners. Pupils access effective, individualised learning programmes and interventions to improve wellbeing and enhance social development which in turn help to remove barriers to learning. The pupil premium supports these approaches by enabling Knowsley Central to provide additional resource to meet the needs of identified pupils.

Through the academic year the needs of pupils may present themselves differently and Knowsley Central monitor pupils to ensure that the appropriate resources and strategies are in place for the pupils to reach their full potential. Therefore, funding maybe allocated to different aspects of the school throughout the year, however, Knowsley Central will each year evaluate and review the impact of pupil premium and will set key areas in which funding will be allocated.

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

- Specific interventions related to English and Math's to ensure that pupils are making appropriate progress if any gaps are present.
- Sensory interventions to support regulation to allow pupils to access learning
- Communication support through a tired approach.

Knowsley Central 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 and using the templates on GOV.UK.

Our pupil premium strategy is available here: <https://knowsleycentral.co.uk>

Knowsley Central spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception to 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 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

6.2 Governors

The governing board is responsible for:

Holding the headteacher and leadership team 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 and leadership team 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 annual by the Assistant Head Teacher. At every review, the policy will be shared with the governing board.