



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Pupil Premium Policy

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Updated	Summer 2024
Next Review Due	Summer 2026

This policy will be supported by the following policies and procedures:

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9



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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 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil 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

Leadership, learning mentor and teaching staff identify challenges to attainment and progress faced by eligible pupils

The use of the pupil premium aligns with the approaches included in the DfE's 'menu of approaches' (see the DfE's [using pupil premium: guidance for school leaders](#))

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

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 conditions of grant, and using the templates on GOV.UK. Our pupil premium strategy statement is available on the school website.

5. Eligible pupils

Early Years Pupil Premium (EYPP)

The EYPP is payable from the beginning of the term after an eligible child turns 9 months old, or the beginning of the term following their second or third birthday.

A child will be eligible for the EYPP if they receive 1 of the following:

- The universal 15 hours entitlement for 3 and 4 year-olds
- The 15 hours entitlement for disadvantaged 2-year-olds
- From April 2024, the 15 hours entitlement for 2-year-olds of working parents

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From September 2024, the 15 hours entitlement for children aged 9 months to 2 years of working parents and they meet any of the following criteria:

- The child's family receives 1 of the following:
 - Income support
 - Income-based jobseeker's allowance
 - Income-related employment and support allowance
 - Support under part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of state pension credit
 - Child tax credit (provided they're not also entitled to working tax credit and have an annual gross income of no more than £16,190)
 - Working tax credit run-on
 - Universal credit (household income must be less than £7,400 a year after tax, not including any benefits – this is assessed on up to 3 of the parent's most recent universal credit assessment periods)
- The child is currently being looked after by a local authority in England or Wales
- The child has left care in England or Wales through:
 - An adoption order
 - A special guardianship order
 - A child arrangements order

Reception to Year 6

The pupil premium is allocated to the school based on the number of eligible pupils in Reception and 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 (FSM) 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.

This includes pupils first known to be eligible for FSM in the most recent January 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 in England or Wales for at least 1 day. Allocations will be provisionally based on the children

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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 1 of their parents died while serving in the armed forces

7. Roles and responsibilities

7.1 Headteacher and senior leadership team

The headteacher 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

7.2 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

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- 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

7.3 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

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