

Pupil premium policy



ARENA
ACADEMY

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

We use outcomes data to make decisions about our spending strategy. Our spending strategy is informed by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

We also:

- › Consider the context of the school and the main challenges or barriers our pupils face
- › Use other evidence such as learning from what works in our school to inform our decisions on pupil premium spending
- › Address a wide range of needs, and take group and individual needs into account
- › Engage with parents to take their views on the needs of their child into account

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

- › Providing high quality CPD to teachers to ensure quality first teaching
- › Providing extra one-to-one or small-group support
- › Employing extra academic mentors to work with underachieving students.
- › Running catch-up sessions after school (for example, for students who need extra help with a subject as identified by Personalised Learning Checklists)
- › Providing extra tuition where needed
- › Funding educational trips and visits
- › Funding reading packages to promote literacy

Our pupil premium strategy is available here: <https://www.arena-birmingham.academy/pupil-premium/>

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, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here: <https://www.arena-birmingham.academy/pupil-premium/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years 7 - 11

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

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 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 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

7. Monitoring arrangements

This policy will be reviewed yearly by the Assistant Headteacher – School Improvement. At every review, the policy will be shared with the governing board.