



Lawn Primary and Nursery School

Pupil Premium Policy

Policy Owner

Headteacher and Pupil Premium Lead

Policy History

<i>November 2021</i>	<i>First created and approved</i>
<i>November 2024</i>	<i>Reviewed and updated</i>
Supporting Policies	
Teaching and Learning Policy	Inclusion
Equal Opportunities	Curriculum Policy

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

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](#).

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.

Use of the grant

Lawn Primary and Nursery School ensures when deciding how to spend the premium that we consider the context of the school and the challenges faced. High-quality first teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. We will also consult the EEF guidance to ensure we are utilising the money effectively the [guide published by the Education Endowment Foundation \(EEF\)](#). Teachers will also be involved in planning how we spend the money in order to ensure that we are evaluating the strategies we use for the pupils and can identify strengths and areas to develop across our provision.

Key principles:

- ~~To ensure we correctly identify and assess who are disadvantaged and are requiring additional support so we can ensure we are targeting the right support to the right pupils. Additionally, to~~

~~ensure that we meet the needs of our pupils through all of the teaching and learning opportunities we provide.~~

- ~~➤ To provide additional support for our disadvantaged learners to enable them to catch up in areas in which they may have fallen behind. This may be individually, in small or larger groups, or via additional support in class.~~
- ~~➤ To provide a range of additional support to meet the wider needs of our pupils and their families utilising the expertise of our own pastoral staff and through commissioning support from outside agencies.~~
- ~~➤ To ensure that none of our disadvantaged pupils miss out on wider curricular provision as a result of their disadvantage.~~
 - We are ambitious to reduce the difference between the progress of our disadvantaged pupils/students compared with non-disadvantaged pupils/students nationally. It is through a multifaceted approach that we seek to ensure excellent progress for all our pupils/students. Informed by national research, we understand the key factors in achieving this are a relentless drive to improve the quality of teaching and learning in the classroom which is underpinned by strong pastoral support.
 - We ensure that teaching and learning opportunities meet the needs of all of the learners.
 - We ensure that appropriate provision is made for learners who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged learners are adequately assessed and addressed.
 - In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged. We also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals.
 - We monitor and evaluate our Pupil Premium spending, avoid spending it on activities that have little impact on achievement, and spend it in ways known to be most effective. The Pupil Premium Strategy statement is available to view on the website.
 - The governing bodies challenge and support the strategies in order to close the gaps for disadvantaged learners.

Characteristics of successful approaches:

We spend the Pupil Premium funding in order to improve achievement and close the gap. Five key points to successfully spending the funding at Lawn Primary and Nursery School are:

- Understanding the importance of ensuring that day to day teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching;
- Tracking and monitoring achievement data to check whether progress is being made and whether interventions are working and make necessary adjustments;
- Ensuring that the allocation and spending of the Pupil Premium is given high priority in terms of staffing;

- Ensuring that all teachers know which learners are eligible so that they can take responsibility for accelerating their progress;
- Ensuring that Pupil Premium spending benefits the whole child and supports their emotional, social and cultural development in addition to supporting their learning needs.

~~We aim to do this through:~~

- ~~• Providing extra one-to-one or small group support~~
- ~~• Utilising teaching assistants or teachers to provide additional in-class support~~
- ~~• Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)~~
- ~~• Funding educational trips and visits~~
- ~~• Providing additional support to meet social, emotional and mental health needs through Emotional Literacy Assistant Support, Family Support, Targeted Mental Health Support and through deploying other professionals as needed.~~

Our approach

Our support and interventions are planned around three key areas:

- Teaching,
- Targeted Academic Support,
- Wider Strategies in line with the Education Endowment Foundation guidance.

We are research-driven in the support and interventions we put in place, both through our own research and experience and that of the EEF, which helps, guide us in our decisions around where to fund support and interventions.

Ensuring effective teaching in every classroom is the priority for Pupil Premium spending. To achieve this, the school spends the Pupil Premium in the following ways:

- Providing extra one-to-one or small-group support
- Additional targeted teaching of phonics in line with DfE guidance
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Professional development of all adults - including regular refreshers from our phonics, English and mathematic providers

Evidence shows that targeted support has a positive impact and is a key component of effective intervention. The school spends the Pupil Premium allocation on targeted support in the following ways:

- Bespoke interventions
- Small group tuition

- One-to-one support
- Implementation of social and emotional based interventions to meet social, emotional and mental health needs through Emotional Literacy Assistant Support, Family Support, Targeted Mental Health Support and through deploying other professionals as needed.

Wider strategies are used to overcome non-academic barriers to success. The school spends the Pupil Premium on the following wider strategies:

- Funding educational trips and visits
- Additional extra-curricular clubs
- Use of Forest School
- Wrap around care within our after school club
- Links with the local Foodbank and Salvation Army to support families during school holidays

Maintained schools add:

We 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. The strategy needs to be agreed by the governing board and published by December within the academic year.

Our pupil premium strategy is available here: [LNPS Pupil Premium Strategy](#)

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year R through to Year 6.

Eligible pupils fall into the categories explained below.

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.

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.

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.

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

Roles and responsibilities

Headteacher and senior leadership team

The headteacher, senior leadership team and pupil premium lead 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

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.