



Cavendish Close Infant and Nursery School

Pupil Premium Policy

Wood Road
Chaddesden
Derby
DE21 4LY

662239

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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.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We have unwavering ambition.

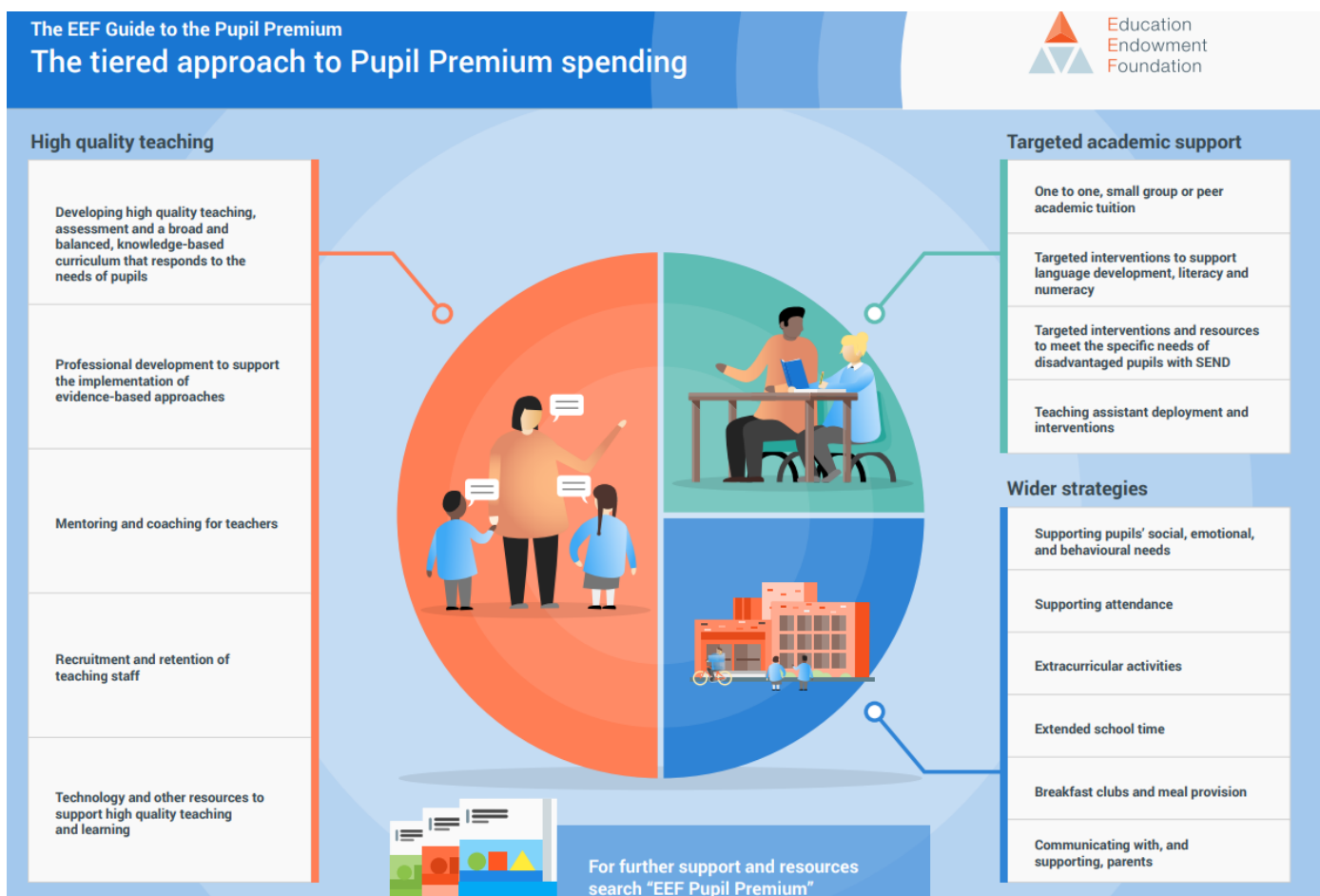
A number of our children don't have the stability, guidance and support needed to thrive. Instead, they face a life of insecurity, unpredictability, neglect and chaos.

We are aspirational about all our children. Intelligence can grow. We are prepared to do something different to get a different outcome. Every child should experience success every day. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

4. Use of the grant

Our spending strategy is informed by research evidence using the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide below;



The school's definition of disadvantage: An unfavourable circumstance that reduces the chances of success.

We view disadvantage as a broad spectrum. We have a number of children at our school who are not on the PP register but can be described more broadly as 'disadvantaged'. We identify CARD children (Children At Risk of Disadvantage).

We work with a number of children who face significant barriers to educational achievement. These barriers can also affect a child's wellbeing and ultimately life chances. Many vulnerabilities are linked.

Some children are more disadvantaged than others. Some children are persistently disadvantaged. Our 'Index of Disadvantage' will allow us to demonstrate the depth of disadvantage our PP children experience. We seek to understand and embrace children's vulnerabilities.

We 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.

Our approach will be responsive to the context of the school, the challenges faced by disadvantaged and vulnerable families in our school community, alongside EEF research and analysis of school data and identification of pupil premium children rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- › ensure disadvantaged children are challenged in the work that they're set
- › act early to intervene at the point need is identified
- › adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve
- › integrate pupil premium interventions into the curriculum

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 to view on our website.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception, year 1 and year 2. Early Years Pupil Premium is allocated to the school based on the number of eligible pupils in nursery.

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. We will complete a Personal Education Plan (PEP) for each looked-after child, requesting

funding from Derby Virtual School supported by a course of action to help a child or young person reach their full academic and life potential.

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 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 annually by the Pupil Premium Leader. At every review, the policy will be shared with the Resources Committee.