



RPT Pupil Premium Policy

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With Reference to Keeping Children Safe in Education – January 2024

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Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the RPT community understand its purpose and which pupils are eligible
- Set out how RPT schools will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in RPT schools

1. 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](#).

2. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of socio-economically disadvantaged pupils, pupils who have spent time living in care and pupils with parents in the armed forces.

RPT schools 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

All RPT schools use the Pupil Premium Grant to meet the purposes outline above. RPT Trustees also agree to the Pupil Premium Grant being used to support those pupils identified by the school as 'disadvantaged' but who do not qualify to receive the pupil premium. The definition of disadvantaged may be applied or withdrawn to meet an individual need that may arise over a shorter or a longer period. This application will be regularly reviewed.

RPT Pupil Premium strategies are informed by research evidence, and refer to a range of sources, such as the guide published by the Education Endowment Foundation (EEF) and evidence based research regarding specific specialist interventions with particular benefits for pupils with SEND.

RPT schools must ensure spending of the Pupil Premium Grant aligns with the 3-tiered approach described in the EEF's pupil premium guide. Activities must be those that

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

RPT's use of the pupil premium and activities align with the DfE's 'menu of approaches'.

Use of the pupil premium at RPT schools aligns with the DfE's 'menu of approaches', based on the 3 tiers outlined above. See pages 8 and 9 of the DfE's [guidance for schools leaders on using the pupil premium](#) for details.

- In making decisions about Pupil Premium Strategy schools will consider their context and the main challenges/ barriers that their pupils face such as the needs identified in Education, Health and Care Plans, frequency of challenging behaviours, other needs within the family that may prevent engagement in learning or access to the community.
- Pupil Premium Strategy statements are shared with governors for approval.
- RPT schools use their knowledge of pupils and progress data to identify strategies and interventions to best support their pupil premium cohorts.
- Pupil Premium Strategy Statements will be made available on each individual school's website.
- The Pupil Premium Strategy Statement will address a wide range of needs, and take group and individual needs into account.
- The Pupil Premium Strategy will be informed by Progress meetings between teachers and therapists and home school conversations meetings between teachers and parents
- Progress for pupils in receipt of Pupil Premium is measured and compared with those pupils who do not receive funding to ensure that funding has a positive impact upon closing gaps and allowing pupils to meet their full potential. Schools must use their Pupil Premium funding as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for your pupils, based on evidence).
- All staff working at any of RPT's schools must be committed to promoting the principles and ethos of the pupil premium strategy

Some examples of how RPT schools may utilise the grant include, but are not limited to:

- Promoting Social, emotional and mental wellbeing by increasing positive behaviours towards learning and building self esteem
- Developing the communication skills of pupils and ensuring pupils can access and use communication methods to indicate their wants, needs and choices

- Understanding and addressing the gaps in achievement in communication, maths, writing and reading (phonics)
- Developing and enhancing independent living and life skills, at home and at school in preparation for adulthood
- Ensuing opportunities to access enrichment in and out of school e.g. cultural, arts and community events

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.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years Reception to Year 11.

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. 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
- 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 Executive Director of Schools

- Keeping this policy up to date, and ensuring it is implemented across the trust
- Ensuring school leadership teams understand their role in raising the attainment of pupils in receipt of Pupil Premium

6.2 Headteacher and Senior Leadership teams

- 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 Executive Director of Schools. At every review, the policy will be shared with trustees and once approved will be shared with school governors.

