THE BEACON PRU

PUPIL PREMIUM POLICY

Date of Policy	Sept 25	Date of Review	Sept 26	Coordinator	Julie Wynne

BACKGROUND

"The Pupil Premium (PP) was introduced by the Coalition Government in April 2011 to provide additional support for looked after children (LAC) and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds."

(Her Majesty's Chief Inspector, 2013, in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.)

AIMS

At The Beacon PRU, we have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to realise their full potential. This policy outlines:

- Background information regarding the pupil premium grant to ensure all members of our Unit community understand its purpose and eligibility of pupils
- How our Unit will make decisions on pupil premium spending
- A summary of roles and responsibilities of those involved in managing the pupil premium in our Unit

This policy is based on the 'Pupil Premium: Conditions of Grant 2025 to 2026' guidance, published by the Education and Skills Funding Agency and the 'Using Pupil Premium: Guidance for School Leaders' published by the DfE and updated in March 2025.

PURPOSE OF THE GRANT

The pupil premium grant is additional funding allocated to publicly funded schools to raise attainment of disadvantaged pupils and support pupils with parents in the armed forces. The Beacon PRU 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, attainment and wider outcomes so that they can reach their full potential.

ELIGIBLE PUPILS

The pupil premium is allocated to The Beacon PRU based on the number of eligible pupils in year 1 to year 6.
Eligible pupils fall into the categories explained below:

Ever 6 free school meals

Pupils recorded in the most recent January 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 January 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.

Post-looked after children

Pupils recorded in the most recent January census and alternative provision 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:

- 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 January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

KEY PRINCIPLES

By following the key principles below, we believe we can maximise the impact of our pupil premium funding.

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are 'no excuses' made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the Unit
- We use research (such as the Sutton Trust-EEF Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who the pupil premium children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if…..'

Improving Quality First Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-unit variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and approaches to behaviour
- Share good practice within the Unit and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Supporting children with emotional regulation difficulties so that they are able to access learning environments for increasingly sustained periods of time
- Supporting children with sensory regulation so that they achieve a more optimal arousal state that is conducive to learning

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using high quality interventions across the Units
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents, documented through the Parental Involvement Plan
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further develop confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children whenever necessary.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – screening data, attainment data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Individual provision maps and Intervention plans are reviewed half-termly to ensure outcomes are focused on regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each half term
- The PPG Coordinator monitor progress each pupil eligible for PPG funding through progress trackers
- Pupils not making progress are prioritised in our 'Pupils of Concern' meeting and consideration is given to barriers and actions needed to ensure future progress
- Pupil Premium meetings are held half-termly with all staff, this provides a collaborative approach to identifying current barriers to progress and consideration of strategies to minimise these barriers for each individual pupil.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A management committee member is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
    - Reasons for decision making
    - Analysis of data
    - Use of research
- Nature of support and allocation
    - Learning in the curriculum
    - Social, emotional and mental health issues
    - Enrichment beyond the curriculum
    - Families and community
- An overview of spending
    - Total PPG received
    - Total PPG spent
    - Total PPG remaining
- A summary of the impact of PPG
    - Performance of disadvantaged pupils (compared to non-pupil premium children)
    - Other evidence of impact e.g. Ofsted, Accreditations
    - Case studies (individualised interventions)
    - Implications for pupil premium spending the following year

STRATEGIES

When planning how to allocate the PPG to narrow the attainment gap each pupil is considered individually regarding their specific barriers to learning. Our Unit provision map sets out provision that is either additional or intensive to meet these needs effectively. The provisions are matched to need and pupils are allocated the increased provision either as an individual or group. Some of the provisions planned impact all our pupils, however we ensure these are planned around the focused group of children eligible for PPG. Our provision map is an evolving overview of the breadth and depth of our provision, thus when a need is identified we are always open to new possibilities and approaches for meeting the need and minimising barriers to learning.

Some of our strategies include:

- Additional targeted English and/or mathematics teaching, using interventions such as
    - Precision Teaching
    - RWI Phonics
- Additional 1:1 support
- Additional SEMH interventions such as
    - Emotional Needs through the Arts
    - Relational based play interventions based on Theraplay practices for families
    - Therapeutic Storywriting Groups
    - Drawing & Talking
    - ARTiculate
    - Nurture intervention
    - Self-esteem intervention
    - Friendship skills
    - Relaxation
- Adapting the physical environment – individualised workstations, safe places etc
- Educational Psychology input
- Music Psychotherapy input
- Additional OT/Sensory Integration and sensory diet input
- Additional SaLT and language screening
- Additional ICT support and purchasing assistive technology equipment/software to support access to ICT/communication
- Buying supportive, motivating resources for the individual child
- Strategies to improve attendance
- Working even more closely with parents and carers and providing home visits, implementing our Parental Involvement plan
- Ensuring appropriate family support is accessed where required, such as early help or targeted family support
- Rigorous data tracking that identifies gaps in expected rates of progress.
- Review of individual behaviour plans and individual provision maps
- Increased supervision time for key staff involved with the child
- Rigorous and repeated classroom observations
- Additional training for staff

ROLES & RESPONSIBILITIES

Headteacher , SLT and PP Coordinator

The headteacher, senior leadership team and PP Coordinator are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the Unit
- Ensuring that all 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 Unit's use of the funding
- Reporting on the impact of pupil premium spending to the Management Committee on an ongoing basis
- Publishing the Unit's pupil premium strategy on the Unit website each academic year, as required by the DfE

- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The Management Committee is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the Unit 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 Unit's use of the funding
- Monitoring whether the Unit 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 Unit's ethos and values around supporting disadvantaged members of the PRU community

All staff

All 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 staff

The Management Committee will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.