



Pupil premium policy

Wyvern Academy

A company limited by guarantee, registered in England and Wales. No 8123602

Review of Policy: Spring Term 2023

Members of staff responsible: Finance & Business Manager

Policy History: Ratified

Description of Policy Formation and Consultation Process

People involved: Finance and Business Manager
F&R Committee

Signed by Chair of Trustees: _____

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Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Purpose of the grant	2
4. Use of the grant.....	2
5. Eligible pupils	3
6. Roles and responsibilities.....	4
7. Monitoring arrangements.....	5
8. Links with other policies.....	Error! Bookmark not defined.

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 2022 to 2023: conditions of grant for non-maintained special schools \(NMSS\) - GOV.UK \(www.gov.uk\)](#), 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

Decisions on how to use the pupil premium in your school are informed by pupil outcomes, parent/carer/pupil engagement and by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#). We have used this research to develop the 4 stage approach to the strategy:

1. Diagnose Pupils Needs (IEPs/PCR/parental feedback, assessment and attendance data, behavior records, medical and other professional advice)
2. Evidence (review of specialist interventions – referring to EEF Teaching and Learning toolkit)
3. Implementation (PP plan as part of School development plan, specific interventions on IEPs)
4. Monitor and Evaluate (PCR process and data evaluation)

Wyvern Academy is a special school for 90 pupils with PMLD/SLD/Complex Autism. Key Barriers to future attainment are often due to communication, emotional regulation, personal development, and sensory regulation needs.

Some examples of Interventions used are:

- Providing one-to-one or small-group support
- Employing extra teaching assistants
- Providing extra tuition where needed (for example, additional communication groups, literacy and numeracy)
- Funding educational trips and visits
- Funding uniform and educational equipment
- Providing Parental and family support
- Providing wellbeing interventions (for example, ELSA, music therapy, drama therapy, play, dance therapy)
- Training for staff to provide interventions
- Providing electronic aids to support access to the curriculum (for example, ipads)

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://wyvernacademy.co.uk/ofsted/pupil-premium/>

5. Eligible pupils

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

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 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.

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 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 Trustees

The trustee 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 FTB. At every review, the policy will be shared with the governing board.