



**THE COMPLETE  
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

# Pupil Premium Policy

Approved by TCES Operational Board  
on behalf of Thomas Keaney, CEO and Schools' Proprietor

**Date of next formal review January 2023**

This policy applies to all The Complete Education Solution  
(TCES) schools and services

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## 1. Aims

This policy aims to:

- Pupil Premium is additional funding that schools can receive from the Government. This funding helps schools to close the attainment gap between disadvantaged pupils and their peers. Government statistics show the attainment gap has reduced since the introduction of Pupil Premium. The Premium is funding that is given for pupils from low income families, pupils in care, or previously in care and for those pupils who have parents serving in the armed forces.
- The Government believes that Heads of School and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:
  - The performance tables which show the performance of disadvantaged pupils compared with their peers.
  - The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.
  - The reports for parents that schools have to publish online.

## 2. 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](#).

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to 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

- As a result of this, disadvantaged pupils are 18 months to 2 years behind non-disadvantaged children by the time they sit their GCSEs; are four times as likely to have mental health difficulties and over a quarter of pupils eligible for free school meals are identified with special educational needs
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- The school will continue to monitor the impact of the use of Pupil Premium against the above objectives, this will be reviewed at the end of summer term.
- The spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

The funding will be used to support and narrow the gap between the achievement of these pupils and their peers. Research evidence shows that children who are disadvantaged can experience a range of challenging social and economic conditions that include:

- Living in overcrowded or inhabitable living conditions that can negatively affect personal and cognitive development.
- Unable to access basic nutritional items such as fruit and vegetables that are critical for healthy brain development.
- Greater exposure to unhealthy lifestyles such as drinking and smoking.

- Insecure attachment that leads to pupils having negative views about themselves that leads to worse resilience, behavioural problems and poor school attendance.
- Adverse childhood experiences that can act as a barrier to concentration and learning.
- Less opportunity to partake in enrichment opportunities and academic support such as home computers and tuition.
- May come from families that underestimate the impact they have on their child's development and therefore learning leading to lower career aspirations.
- Use other evidence such as learning from what works in your school to inform your decisions on pupil premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

### **Objectives for the use of Pupil Premium at TCES:**

The Pupil Premium allocated to our pupils will be used to provide additional educational and attendance support, amongst others, to improve the progress and to raise the standard of achievement for these pupils, this includes:

- Bespoke specialist trips to support learning
- Sports events and competitions i.e. Celebration Day to enhance inclusion
- Additional support to improve attendance
- Coffee morning to engage parents to improve pupil outcomes
- Breakfast club and fruit for the day
- Wellbeing incentives for pupils – e.g Wake up and Shake up etc
- Family support workers to engage the family as a whole and improve outcomes
- Leadership courses including peer mentoring
- Activity clubs and competitions
- Educational platforms to improve progress in Maths and English

This is not an exhaustive list.

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- Unable to access basic nutritional items such as fruit and vegetables that are critical for healthy brain development.
- Greater exposure to unhealthy lifestyles such as drinking and smoking.
- Insecure attachment that leads to pupils having negative views about themselves that leads to worse resilience, behavioural problems and poor school attendance.
- Adverse childhood experiences that can act as a barrier to concentration and learning.
- Less opportunity to partake in enrichment opportunities and academic support such as home computers and tuition.
- May come from families that underestimate the impact they have on their child's development and therefore learning leading to lower career aspirations.

As a result of this, disadvantaged pupils are 18 months to 2 years behind non-disadvantaged children by the time they sit their GCSEs; are four times as likely to have mental health difficulties and over a quarter of pupils eligible for free school meals are identified with special educational needs

The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

The school will continue to monitor the impact of the use of Pupil Premium against the above objectives, this will be reviewed at the end of summer term.

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 the DfE's guidance on what schools should publish online.

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils who attend TCES schools.

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.

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).

### **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.

Pupils recorded in the most recent January 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

Pupils recorded in the most recent January 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 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

## 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 the school's pupil premium strategy on the school website each academic year, as required by the DfE
- 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 Governors

The governing board is responsible for:

- 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 yearly.