



**KING EDWARD VI**  
HIGH SCHOOL

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HEADTEACHER: Mr J Christey

# **KING EDWARD VI HIGH SCHOOL**

## **PUPIL PREMIUM POLICY**

**Encouraging and supporting all our learners to  
"Be the best that they can be"**

**Headteacher**

**Mr J Christey**

**Governor**

**Mr C Soutar**

**Review Date**

**Every 3 years or as legislation changes**





## 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

## Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2023-4\)](#), 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 maintained schools must publish online](#).

## 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.

The conditions of the Pupil Premium grant state that schools do not have to spend pupil premium so that it solely benefits eligible pupils, for example the school can spend it on pupils who do not get free school meals but have or have had a social work or who act as a carer.

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.



Evidence shows that alongside targeted academic programmes, the most effective schools narrow the achievement gap through a combination of high quality teaching and wider strategies supporting readiness to learn. Improving these areas will inevitably benefit non-eligible pupils as well.

### **Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in years 7 to 11.

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

Further guidance on the Service Children Premium is given in Appendix 2

## **Use of the grant**

Every year the pupil premium strategy is considered taking into account the challenges and barriers each cohort of students face.

We use evidence to inform the decisions on pupil-premium spending – for example by using evidence-based research and resources from the Education Endowment Foundation, and learning from what works in our school

The planned expenditure is recorded in the Pupil Premium Strategy Statement and is published on the school website.

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

- Providing extra one-to-one or small-group support
- Supporting staffing structures to maintain small class sizes and pastoral support
- Running catch-up sessions before or after school (for example, for children who need extra help with Maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as GCSEs)
- Funding educational trips and visits
- Supporting children who speak another language





See Appendix 1 for further information on Pupil Premium funding and school trips.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

## **Roles and responsibilities**

### **Headteacher and Leadership group**

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



## **Governors**

The Governing Body 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

## **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 Leadership group
- Sharing insights into effective practice with other school staff



## **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

## **Reporting outcomes**

The Pupil Premium Strategy statement will be reviewed each year and published on the school website.



## Appendix 1

### Pupil Premium Funding and Educational Visits

Support may be available to students eligible for Pupil Premium funding to supplement the costs of educational visits, ensuring that they can be fully integrated with their fellow pupils in all activities.

Support may be available to help and promote activities which cannot be fully funded by school.

For example:

- Educational visits during school time.
- Duke of Edinburgh Award projects
- Residential courses
- Musical activities
- Sporting endeavours
- Theatre and cultural activities
- Subject based fieldwork

Funding for these students should be requested in advance when the trip is being arranged. The funding is to allow these students to go on the trip and cannot be used (for example) to reduce the cost of the trip for all students.

In general, we apply the following principles for educational visits. Sometimes it will depend on the number of students requesting funding for a particular trip (particularly in the case of residential visits).

- Single day visits that relate to the curriculum – full cost of the trip
- Day visits for rewards or enrichment such as to theme parks at the end of term or trips that don't directly relate to the curriculum – part cost of the trip.
- Residential visits that relate to the curriculum – part cost. 50% up to a maximum of £100.





Students do not need to apply for this funding individually. It is expected that the lead teacher organising the trip will arrange full or part funding for FSM students. This can be done by contacting the Assistant Head leading on Pupil Premium finance and the Finance Assistant, with a list of names and details prior to the trip.





## Appendix 2

### Service children Premium – advice from the DfE

[Service Pupil Premium: what you need to know - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups etc.

SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

Schools are held to account for the spending of this funding through the focus in Ofsted inspections on the progress and attainment of their wider Pupil Premium eligible pupil cohort.

We have very few service children in our school (approx 6 out of 680 in total). Each service child has a key worker (their Progress Leader) who checks on them regularly and who monitors their overall performance. If it is felt that additional pastoral support is needed, the Progress Leader liaises with school, parents and the child to put that support in place.