



RIDGEWOOD
SCHOOL

Pupil Premium Policy

Revision Number : 7.0	
Approved by: Head Teacher	Date Approved: September 2022
Last Reviewed: October 2022	Next Review due by: October 2023

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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 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](#).

- 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

In accordance with our core value of Excellence, we are committed to every child:

- Receiving quality first excellent teaching
- Making expected or better than expected progress
- Having access to enriching extra-curricular learning experiences.

Our Principles

- Quality first teaching for all students at Ridgewood underpins everything we do. Ridgewood School has a strong commitment to the continuous professional development for all staff, with training centered on evidence based best practice and collaborative working.
- Evidence based approach extends to identifying the most effective interventions for specific students, groups of students or whole school. This three year strategy was created with the responsibility for allocating the pupil premium based on best practice and monitoring the impact of the pupil premium strategies.
- Many of the pieces of intervention that the Pupil Premium Grant is used for has been identified by the EEF ([Educational Endowment Foundation](#)) as one that yields positive results for students.
- Form tutors and subject teachers, through their use of data and the Class Charts system, know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress.

- Improving the life chances of students who are eligible for Pupil Premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on this cohort of young people.
- Ridgewood School does not confuse Pupil Premium students with those who are low ability. Instead, the school focuses on supporting all students to achieve the very best outcomes, whatever their starting point.
- Leaders in school review the internal Creating Futures data (twice a year), reporting and highlighting any Pupil Premium or vulnerable student who might be struggling or underachieving. This achievement data, coupled with attitudinal data, and in-class formative assessment is used by all class teachers to plan and deliver quality first teaching.
- Excellent teaching is paramount but there is, at times, a need for focused intervention outside the mainstream classroom. Core members of staff are allocated to teach intervention groups or support pastorally when leaders in school direct them.

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

- Providing extra one-to-one or small-group support
- Employing extra pastoral support (Attendance, behavioral and social & emotional workers)
- Running catch-up sessions after school (for example, for children who need extra help with core subjects)
- Providing extra tuition where needed
- Funding educational trips and visits
- Funding English classes for children who speak another language.

Our pupil premium strategy is available here: [Ridgewood School Doncaster - Pupil Premium](#)

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: [Ridgewood School Doncaster - Pupil Premium](#)

5. Eligible pupils

The pupil premium is allocated to the school and is based on the number of eligible pupils in year 7 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 meals.

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 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 Assistant Headteacher. At every review, the policy will be approved by the Headteacher.