



NEW COLLEGE LEICESTER



Pupil Premium Policy

June 2024

1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so 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 allocations and conditions of grant guidance 2023 to 2024, published by the Education and Skills Funding Agency (ESFA). 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 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 they can reach their full potential.

4. Use of the grant

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the pupil premium as they see fit' (DfE 2011). However, the government are clear that schools will need to employ the strategies that they know will support their students to increase their attainment, and 'narrow the gap'. Our use of the grant is informed by research based evidence, referring to a wide range of sources, such as the guide published by the Education Endowment Foundation (EEF)

Schools will be accountable for narrowing the gap, and school performance tables include new measures that show the attainment of students who receive the pupil premium compared with their peers.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aim of helping everyone to achieve outstanding progress. We do this by:

1. **Teaching:** Ensuring the best possible delivery of learning experiences in the classroom.
2. **Targeted academic support:** Having a range of group and individual interventions designed to support those with identified needs.
3. **Wider strategies:** Offering a rich and varied menu of activities designed to engage and motivate students, raising their aspirations and creating a positive view of learning.

Principles

- All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within the school and the local community.
- All members of staff and governors will strive to break the cycle of deprivation for our students (*see Appendix 1*)
- As with every student in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.
- We will ensure that teaching and learning opportunities meet the needs of all of our students.
- We will ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy FSM children will include past as well as current recipients.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the college has identified as being socially disadvantaged. Any group will be made up of FSM children and non-FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Resources allocated means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

5. Eligible pupils

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

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) 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
- In state care from outside England and Wales before being adopted

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.

Objectives

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.
2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school.
3. As far as its powers allow, the college will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.
5. The school recognises Pupil Premium students who have a SEND (Special Educational Need or Disability), Pupil Premium students who have no SEND need and LAC (Looked after Children). Therefore, all provision is tailored slightly differently for these identified sub-groups.

Provision at New College Leicester

All our work funded by the Pupil Premium will be aimed at accelerating progress (closing the gap) so that the vast majority of children leave the college making the required level of progress. The range of provision the Governors may consider making for this group could include:

1. **Achievement and Standards/Teaching:** Work including additional class based or intervention work to accelerate progress of targeted groups or individuals. This may also include teachers CPD, training and support particularly for early career teachers
2. **Learning Support/Targeted academic support:** To enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Learning Needs.
3. **Pastoral work:** Works to raise self-worth and confidence, resilience, extend student's personal skill set and support students to make appropriate choices in order to maximise learning opportunities
4. **Out of Hours and enrichment:** To ensure that students are given a full opportunity to develop other talents in sport and creativity and to improve self-confidence and motivation for academic achievement.

6. Roles and responsibilities

6.1 Principal and Senior Leadership Team (SLT)

The Principal and Senior Leadership Team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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 pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.
- 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 Principal 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 Principal, 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 Principal 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

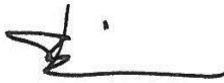

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Monitoring arrangements

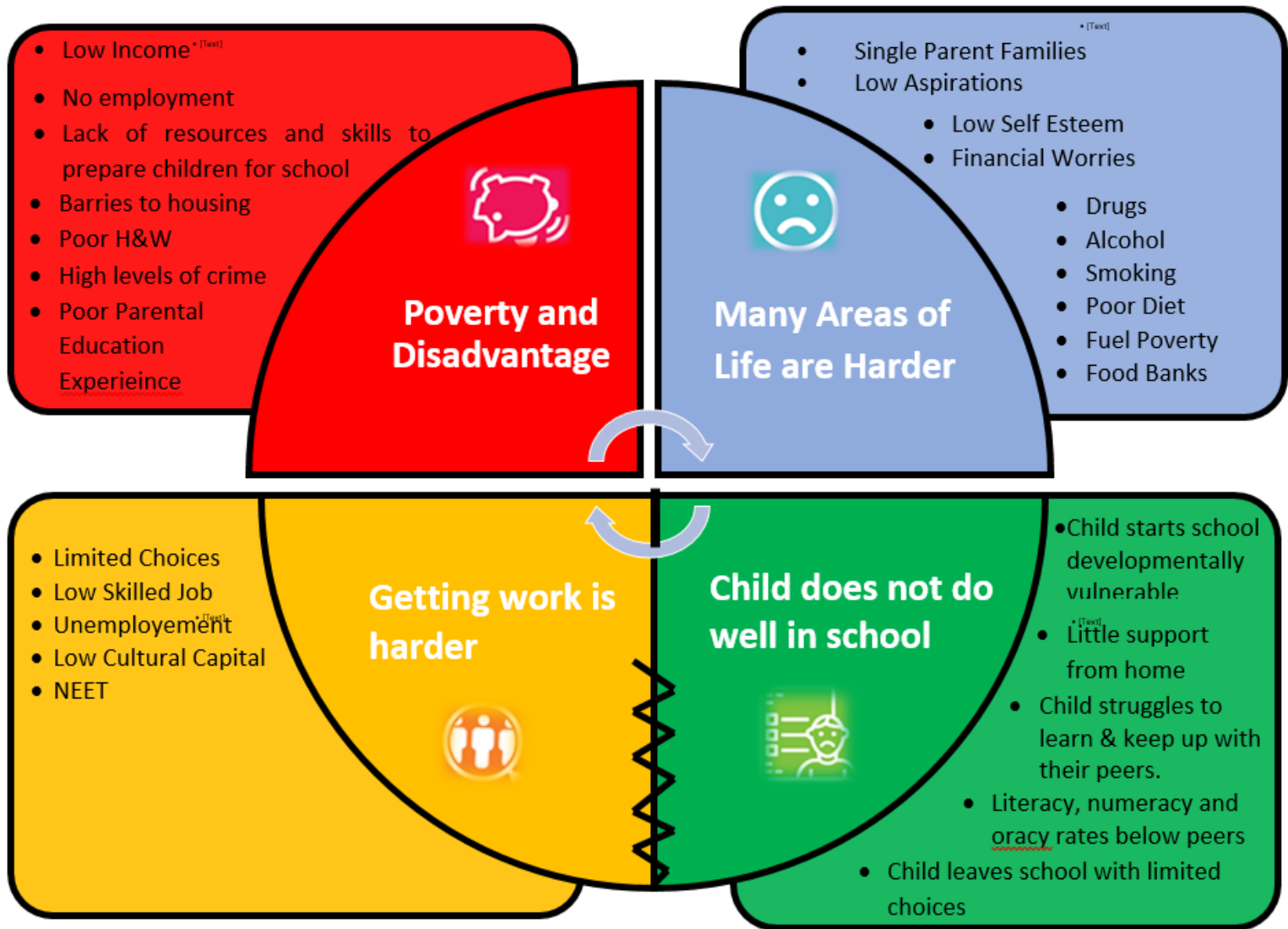
The evaluation of this policy is based on how quickly the College can ‘narrow the gap’ between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included in the College Improvement Plan and the Pupil Premium Spend Plan (Impact).

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- An increasing majority of socially disadvantaged children will meet their individual targets.
- Effective parental student school support.
- Having an effective system for identifying, assessing and monitoring students.
- Having a whole-school approach.
- Create a positive school atmosphere in which students’ differences are recognised and valued as full members of the school community; developing confident and independent learners.

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Review Date:	June 2024			
Signed:		Chair of Governors: Sue Billington	Date:	13.06.24
Signed:		Principal: Jane Brown	Date:	13.06.24

Appendix 1



Key Phrases:

- Narrowing the Gap
- Levelling Up
- Improving Social Mobility
- Developing Social Cohesion
- Social Justice
- Educational Excellence
- Relentless Force for Improvement
- Building Cultural Capital
- Students Leave New College with Choices
- The curriculum intent and implementation are about breaking the cycle of disadvantage