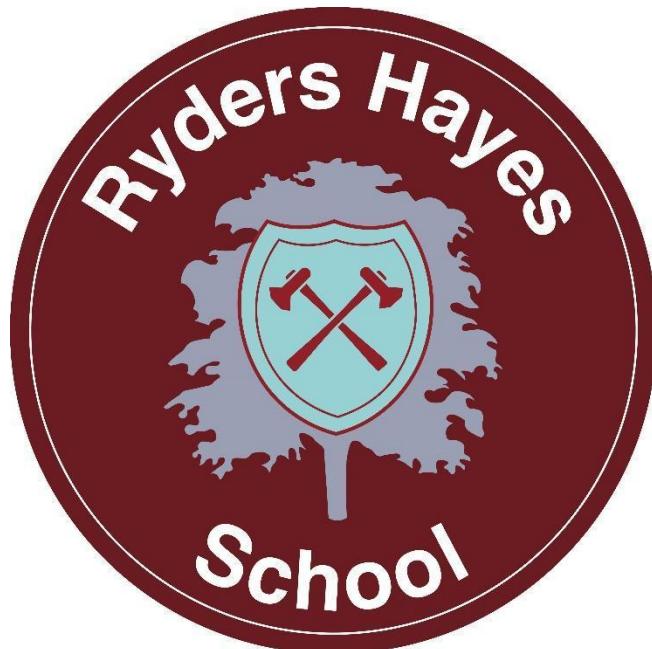


# Ryders Hayes School

A Primary Learning Academy



## Pupil Premium Policy

**September 2021**

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**Mission: At Ryders Hayes School, children and staff will strive to:**

*'Do the right thing to be the best you can be'...*



**Vision:** *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

**Character:** qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.

**Citizenship:** upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability

**Collaboration:** the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

**Communication:** entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.

**Creativity:** having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.

**Critical Thinking:** critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.

Ryders Hayes is a Gold Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. All our policies exemplify these rights and our practise aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

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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

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.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils. ([guide published by the Education Endowment Foundation \(EEF\)](#))
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year. 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
  - Providing 11+ tuition
  - Funding educational trips and visits
  - Providing musical instruments and lessons

Our pupil premium strategy is available here: <https://www.ryders-hayes.co.uk/school/about-us/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:  
<https://www.ryders-hayes.co.uk/school/about-us/pupil-premium>

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception - Year 6

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

## **7. Monitoring arrangements**

This policy will be reviewed every 3 years by the Pupil Premium Lead. At every review, the policy will be shared with the Trustees.