Pupil Premium Policy

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Acknowledgements	Leadership Team
Date Approved	19 September 2024
Policy Approved by	Board of Directors
Version	7.0
Next Policy Review Date	September 2025

Version Control Table

Version	Date	Amended by	Rationale
2.1	01/09/2020	Gloria Gold	Revised draft following scheduled review
3.0	24/09/2020		Version approved by the Board of Directors
3.1	20/08/2021	Gloria Gold	Policy updated to reflect change to the October census and reference the latest DfE guidance
4.0	23/09/2021		Version approved by the Board
4.1	14/09/2022	Gloria Gold	Annual review of policy – link under Section 2 updated. Otherwise, no other changes.
5.0	22/09/2022		Version approved by the Board
5.1	15/09/2023	Gloria Gold	Annual review of policy – no changes made
6.0	21/09/2023		Version approved by the Board
6.1	10/09/2024	Gloria Gold	Minor updates were made to the policy. Pages 3–5
7.0	19/09/2024		The version approved by the Board

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

PUPIL PREMIUM POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2		Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3		Directors	✓
Key Stage 5 (KS5) A Levels		Employers	
Apprentices		Visitors / Contractors	

Contents

1. Policy Aims

This policy aims to:

- Provide **background information** about the Pupil Premium grant so that all members of the College community understand its purpose and which learners are eligible.

- Set out **how the LDE UTC will make decisions** on Pupil Premium spending.

- **Summaries the roles and responsibilities of those involved** in managing the Pupil Premium at the LDE UTC.

2. Legislation and Guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency.

It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil 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 learners and support learners with parents in the armed forces.

The LDE UTC will use the grant to support these groups, which comprise learners with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all learners eligible for Pupil Premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so that they can reach their full potential.

4. Use of the Grant

Our spending strategy is informed by research evidence, referring to a range of sources, including the guide published by the Education Endowment Foundation (EEF) which can be found on our website. In addition, our use of the pupil premium and activities align with the DfE's 'menu of approaches', which can be found here [Using pupil premium: guidance for school leaders (publishing.service.gov.uk)](#) and takes into consideration the context of our college and the main challenges or barriers our disadvantaged and vulnerable learners face.

- Funding is used to support key posts and to fund intervention strategies. These address a number of needs including but not confined to concerns raised regarding attendance, literacy, mental health and well-being.

- The college seeks to address a wide range of needs and takes group and individual needs into account

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

- ➢ Providing extra one-to-one or small-group support

- ➢ Employing extra teaching assistants

- ➢ Running catch-up sessions before or after college (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

- ➢ Funding English classes for children who speak another language

- ➢ Supporting learners' good attendance

- ➢ Providing in-college counselling

We will publish our strategy on the college's use of the pupil premium in each academic year on the college website in line with the conditions of the grant, 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 our pupil premium strategy statement is available here: https://www.ldeutc.co.uk/key-info/college-life/pupil-premium.aspx

5. Eligible Learners

The Pupil Premium grant is allocated to the College based on the number of eligible learners in Years 9, 10 and 11. Eligible learners fall into the categories explained below.

5.1 Ever 6 free school meals

Learners 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 learners first known to be eligible for free school meals in the most recent October census.

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

It does not include learners who received universal infant-free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Learners 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 Previously looked after children

Learners recorded in the most recent October census who:

> ❯ were looked after by a local authority or other state immediately before being adopted, or
>
> ❯ who left local authority or other state care on a special guardianship order or child arrangements order.

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Ever 6 service children

Learners 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 The Principal and Senior Leadership Team

The Principal and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the UTC

- Ensuring that all UTC staff are aware of their role in raising the attainment of disadvantaged learners and supporting those learners 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 learners eligible for the Pupil Premium to assess the impact of the College's use of the funding

- Reporting on the impact of Pupil Premium spending to the Board of Directors on an ongoing basis.

- Publishing the Pupil Premium Strategy Statement on the College's use of Pupil Premium in each academic year on the LDE UTC 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 learners and raising attainment.

6.2 Directors

The Board of Directors is responsible for:

- Holding the Principal to account for the implementation of this policy.

- Ensuring the College is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of the grant.

- Monitoring the attainment and progress of learners eligible for the Pupil Premium, in conjunction with the Principal, to assess the impact and effectiveness of the UTC's use of the funding.

- Monitoring whether the College 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 UTC's ethos and values around supporting disadvantaged members of the College community

6.3 Other UTC Staff

All LDE UTC staff are responsible for:

- Implementing this policy on a day-to-day basis.

- Setting high expectations for all learners, including those eligible for the Pupil Premium.

- Identifying learners whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals to the Vice Principal – Personal Development and Wellbeing.

- Sharing insights into effective practice with other College 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 on 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 Vice Principal – Personal Development and Wellbeing. At every review, the policy will be shared with the Board of Directors.