



ABINGDON
HOUSE SCHOOL

PUPIL PREMIUM POLICY

Responsible Person: Deputy Headteacher

Last Review Date: January 2025

Review Cycle: Annual

Next Review Date: January 2026

Abingdon House School, Purley (AHSP) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in AHSP documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996 as updated, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a 'parent' to include:

all biological parents, whether they are married or not any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative

any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR
Peninsula Health and Safety
Atlantic Data (DBS)
Educare (online CPD)
SchoolPro (data protection)
Marsh Commercial (insurance)
VWV (legal)

AHSP is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at AHSP.

The policy documents of AHSP are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect before the scheduled re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

ELIGIBILITY FOR PUPIL PREMIUM AND LEGISLATION

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium funding is allocated to local authorities based on the number of:

- looked-after children, supported by the local authority
- pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees

As an independent special school, we work with a number of local authorities and processes and outcomes around pupil premium allocation vary. We work closely with parents and local

authorities in an attempt to secure the funding where our students are eligible, however the outcomes continue to be variable and inconsistent.

This policy is based on the Department for Education and Skills Funding Agency (ESFA) [allocations and conditions of grant guidance](#) and [Department for Education's Pupil Premium Overview](#):

PURPOSE OF THE PUPIL PREMIUM GRANT

The pupil premium grant is additional funding allocated to publicly funded schools (with exceptions as stated above) to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. 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.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, all of whom have special educational needs.

Pupil premium is not a personal budget for individual pupils, and the use of the grant may also provide benefits to students who do not meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

USE OF THE PUPIL PREMIUM GRANT

As our students have a wide range of needs, the grant will be used in a bespoke way to support their individual needs. The aim of our strategy is to support our students' barriers to learning to enable them to progress from their individual starting points, have high expectations and aspirations and attain meaningful outcomes.

Our use of pupil premium and associated activities align with the DfE's 'menu of approaches, which is underpinned by the evidence and recommendations set out by the [Education Endowment Foundation \(EEF\)](#):

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

In years where we receive pupil premium grants, we will publish the use of the grants on our school website.