



## Policy: Pupil Premium

### 1. Introduction

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children (LAC) and previously looked-after children (PLAC)'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

1.2. This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Pupil Premium Impact Statement
- School Development Plan

1.3 The school adopts the following definitions Pupil Premium Grant eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded as eligible for Free School Meals (FSM), or have been recorded as eligible at any point in the last six years. This includes eligible children of families who have no recourse to public funds. in the October 2021 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2020.
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded as in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Service children:** pupils who meet one of the following criteria:
  - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service)
  - They have been registered as a 'service child' on a school census since 2016,
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2022/2023 financial year PPG allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM'	£1,385
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM'	£985
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,410
PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order	£2,410
<b>Service children</b>	<b>SPP amount per pupil</b>
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320

The school will receive its PPG funding directly from ESFA. Allocations will be based on the October 2021 census.

## **2. Aim**

- 2.1. We are a fully inclusive school and committed to equality. This is reflected in our school aims, school values and in our statement of intent below.
- 2.2. We believe that the highest possible outcomes can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).
- 2.3. The PPG was created to provide funding for two separate policies:
  - Raising the attainment of disadvantaged pupils
  - Supporting pupils with parents in the armed forces
- 2.4. This policy outlines, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

## **3. Rationale**

- 3.1. Our policy is that all of our pupils have the potential to achieve at or beyond their indicated potential. All pupils are valued as individuals and the PPG is used judiciously to ensure there is capacity within the school to support them in achieving success.
- 3.2. The school has the following objectives with regards to its use of the PPG:
  - To provide additional educational support to raise the achievement of pupils in receipt of the PPG
  - To narrow the gap between the educational achievement of these pupils and their peers
  - To address underlying inequalities between pupils, as far as possible
  - To ensure that the PPG reaches the pupils who are eligible for it
  - To make a significant impact on the education and lives of these pupils
  - To work in partnership with the parents of pupil to collectively ensure pupils' success

#### **4. How PPG is spent**

- 4.1. Under the Education and Skills Funding Agency (ESFA)'s terms of the PPG, the school only spends the funding in the following ways:
- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
  - For the benefit of pupils registered at other maintained schools or academies
  - On community facilities whose provision furthers any benefit for pupils at the school
  - In line with government guidance, the school does not need to spend the PPG so it solely benefits pupils eligible for the grant. The school will use the PPG to support other pupils with identified needs where appropriate.
  - Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.
- 4.2 If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

#### **5. A tiered approach to PPG spending**

- 5.1. The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:
1. Teaching
  2. Targeted academic support
  3. Wider strategies
- 5.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:
- Professional development
  - Recruitment and retention
  - Supporting early career teachers
- 5.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:
- Structured interventions
  - Small group tuition
  - One-to-one support
- 5.4. Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:
- Behaviour support
  - The breakfast club
  - Attendance initiatives
  - CDPS PP Bursary and Dividend

#### **6. Policy in Practice**

- 6.1. The school will publish on its website a clear plan for how the PPG will be spent in the following year. Ensuring pupils eligible for the PPG make the progress of which they are capable is a key objective in the whole school strategic plan.
- 6.2. While there is a clear plan for the spending of the PPG each year there is some flexibility in our approach to reflect the changing needs of each cohort. Strategic Leadership Team (SLT), Extended Leadership Team (ELT) and members of the Local Governing Body regularly review the provision to ensure it is cost effective appropriate and impactful.

6.3. The families of all eligible pupils will be advised of the support available to them by letter by the 31 October 2022.

6.4. CDPS Bursary and Dividend:

- All Ever 6 pupils will have access to the CDPS Pupil Premium Ever 6 Bursary which allows the school to spend £100 to support eligible pupils on extracurricular trips and visits each year.
- All Ever 6 pupils will have access to the CDPS Pupil Premium Ever 6 Dividend which allows the school to spend £100 to support eligible pupils by purchasing resources and items to support learning each year.
- All post-LAC pupils will have access to the CDPS Pupil Premium post-LAC Dividend which allows the school to spend £250 to support eligible pupils on resources to support learning and wellbeing of these pupils.
- All Ever 6 Services pupils will have access to the CDPS Pupil Premium Services6 Bursary which allows the school to spend £32 to support eligible pupils on extra-curricular trips and visits each year.
- All Ever 6 Services pupils will have access to the CDPS Pupil Premium Services 6 Dividend which allows the school to spend £32 to support eligible pupils by purchasing resources and items to support learning each year.

6.5 All funding received for LAC pupils will be spent in negotiation with the virtual school on the agreed best interests of the child.

## **7. Use of LAC and PLAC premiums**

7.1. The LAC (Looked After Children) premium is managed by the LA's designated Virtual School Head (VSH).

7.2. The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan (PEP). To avoid any delays in providing support, the school works with the virtual school head (VSH) to ensure that funding allocation is as simple as possible.

7.3. The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

7.4. PLAC (Previously Looked After Children) premium is allocated directly to the school. LAC premium and PLAC premium are not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **8. Use of the service pupil premium (SPP)**

8.1. The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

8.2. Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

- 8.3. The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:
- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
  - Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
  - Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
  - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
  - School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.4. The school does not use the SPP to subsidise routine school activities.

## **9. Long-term strategy for success**

- 9.1. The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:
- Expenditure
  - Recruitment
  - Teaching practice
  - Staff deployment
- 9.2. As part of its strategy, the school maximises the use of the PPG by:
- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funding and spending can be identified within the school's budget.
  - Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
  - Assessing the individual provisions required for each pupil in receipt of the PPG.
  - The school conducts LGB reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.
  - The school explores evidence-based summaries of PPG use, such as the Education Endowment Foundation's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.
- 9.3. When researching and implementing PPG use, the school focuses on approaches that:
- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
  - Are consistent (based on agreed core principles and components), but also flexible and responsive.
  - Are evidence-based.
  - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
  - Include regular, high-quality feedback from teaching staff.
  - Engage parents in the agreement and evaluation of support arrangements, e.g. via personal education plans.
  - Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
  - Raise aspirations through access to high-quality educational experiences.

- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

9.4. The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.

## **10. Roles and Responsibilities**

10.1. The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

10.2. The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's policy for records management.

10.3. The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.

- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

## **11. Reporting**

- 11.1. The headteacher reports annually to the local governing body (LGB) and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the LGB.
- 11.2. The EEF's DIY Evaluation Guide is used to measure the impact of the school's spending.
- 11.3. Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.
- 11.4. For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **12. Monitoring and evaluation**

- 12.1. Our Pupil Premium Policy will be reviewed by the Local Governing Body every year.

## Document History

Creation Date: November 2022

School Lead: Richard Clutterbuck, Headteacher

Approved by Local Governing Body

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Last review/approval date: N/A

Review date	Significant amendments	Made by	Next review
November 2022	Brand new policy based on School Bus and DFE 2022 update for PP strategy.	RC	November 2023