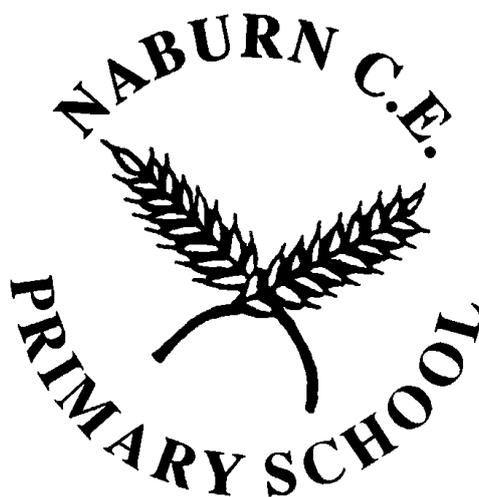


Naburn CE Primary

Pupil Premium Policy



Last updated: 9th February 2021

Compassion Trust Perseverance

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Statement of intent

At [Naburn CE Primary](#), we believe that the highest possible standards 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).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

1. **[Updated]** Legal framework

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

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- **[Updated]** ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- **[Updated]** Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

2. **[Updated]** PPG allocation rates

2.1. For the financial year 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents of pupils to collectively ensure pupils' success.

4. How PPG can be spent

- 4.1. Under the terms of the PPG, the funding may be spent 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, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- 4.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

5. Our long-term strategy for success

- 5.1. We maximise use of the PPG by:
 - Ensuring PPG funding and spending can be identified within the school's budget.
 - Consulting governors, staff, and parents when deciding how funds are spent.
 - Assessing the individual provisions required for each pupil in receipt of the PPG.
- 5.2. We conduct annual reviews to inform the school development plan and form the school's pupil premium statement.
- 5.3. We explore evidence-based summaries of PPG use, such as the EEF's [Teaching and Learning Toolkit](#), to determine the best use of the funding.

- 5.4. We consult the EEF's [Families of Schools Database](#) to learn about effective practice in similar schools.
- 5.5. We focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
 - 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 pupils' personal education plans (PEP)).
 - Support pupil transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 5.6. We choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their 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.
 - A child-centred approach to assessment for learning.

6. A tiered approach to PPG spending

- 6.1. We operate 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
- 6.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:
- Professional development
 - Supporting early career teachers
- 6.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:
- Structured interventions
 - Small group tuition
 - One-to-one support
- 6.4. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:
- Behaviour support
 - Attendance initiatives
 - Extra Curricular Club initiatives

7. Use of the LAC and PLAC premiums

- 7.1. The LAC premium is managed by the LA's designated Virtual School Head.
- 7.2. The premium is used to benefit a pupil's educational needs as described in their PEP.
- 7.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 7.4. The LAC premium is used to facilitate a wide range of educational support for LAC.
- 7.5. 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.

- 7.6. The designated teacher works with the VSH to ensure that all available funding is spent.
- 7.7. PLAC premium is allocated directly to the school.
- 7.8. LAC premium and PLAC premium are not 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. Example interventions

- 8.1. We may utilise the following achievement-focussed interventions:
 - Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
 - Reducing class sizes to improve opportunities for effective teaching
 - Creating additional teaching and learning opportunities using TAs
 - Targeting English and maths teaching for pupils who are below age-related expectations
 - Targeting pupils who require additional help to reach age-related expectations
- 8.2. We may utilise the following teaching-focussed interventions:
 - A half-hour weekly CPD slot for staff
 - A termly one-day teaching development programme delivered by external experts
 - Weekly individual coaching sessions to support teachers
- 8.3. We may utilise the following wellbeing-focussed interventions:
 - One-to-one counselling sessions
 - Occupational therapy-based interventions
 - Allocating funds to enable pupils to participate in extra-curricular activities
- 8.4. We may utilise the following communication-focussed interventions:
 - Vocabulary interventions for pupils with poor oral language and communication skills
 - Support for pupils to access a range of off-site trips and experiences

9. **[Updated] Use of the service pupil premium (SPP)**

- 9.1. The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.
- 9.2. 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
 - **[Updated]** 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
- 9.3. The school does not combine the SPP with any other form of PPG.
- 9.4. SPP spending is accounted for separately to any other form of PPG.
- 9.5. The school may use the SPP for:
 - Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
 - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting, for example if they have missed a certain maths topic as a result of moving
 - 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.
- 9.6. The school does not use the SPP to subsidise routine school activities.

10. **[Updated] Accountability**

- 10.1. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- 10.2. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.
- 10.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

- 10.4. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.
- 10.5. The school publishes its strategy for using the PPG on the school website.
- 10.6. **[Updated][Mandatory for maintained schools]** The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

11. Reporting

- 11.1. The headteacher reports annually to the governing body and parents regarding how effective PPG spending has been and what impact has been made.
- 11.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing body.
- 11.3. The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.
- 11.4. Information regarding PPG spending is published on the school website.
- 11.5. 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. Pupil premium reviews

- 12.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.
- 12.2. If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.
- 12.3. The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 12.4. The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 12.5. Where costs are prohibitive, the school considers the use of a joint review with local schools.

- 12.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 12.7. In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 12.8. At the end of the review, the school has an improved strategy and plans to implement it.

13. Overpayments

- 13.1. The school repays any overpayment of the PPG.

14. Monitoring and review

- 14.1. The Teaching and Learning Committee is responsible for reviewing this policy annually.
- 14.2. The next scheduled review date is March 2022.

Appendix 1 – Pupil Premium Reporting Template

Funding information	
Academic year	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	£
Number of pupils eligible for LAC and PLAC premium	
Total LAC and PLAC premium received	£
Number of pupils eligible for SPP	
Total SPP received	£
Total PPG received	£
Summary of PPG spending in academic year	
Objectives <u>[Include your objectives for the general use of the PPG, use of the LAC and PLAC premiums, and use of the SPP.]</u>	
Summary of spending and actions taken <u>[Include spending on all types of pupil premium and explain the reasoning behind your actions.]</u>	
Staff costs	£
Raising standards costs	£
Outcomes <u>[Use data and anecdotal evidence to summarise how successful your spending has been overall. Include failures, as these will help you to reprioritise PPG spending going forwards.]</u>	

[Primary schools] Appendix 2 – Pupil Premium Review Self-Evaluation Form

1. Summary information					
School					
Academic year		Total pupil premium grant (PPG) budget	£	Date of most recent PPG review	
Total number of pupils		Number of pupils eligible for the PPG		Date for next internal strategy review	
2. Current attainment					
Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.			Pupils eligible for the PPG in the school	National average	
% of pupils achieving expected standard or above in reading, writing, and mathematics			%	%	
% of pupils making expected progress in reading (as measured in the school)			%	%	
% of pupils making expected progress in writing (as measured in the school)			%	%	
% of pupils making expected progress in mathematics (as measured in the school)			%	%	
3. Barriers to future attainment (for pupils eligible for the PPG)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database ; FFT Aspire ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.					
Academic barriers (such as poor oral language skills)					
A	<u>[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]</u>				
B					

C				
Additional barriers (including issues which also require action outside the school such as low attendance rates)				
D				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better.				
A				
B				
C				
D				
5. Review of expenditure				
Previous academic year		Demonstrate how you are using the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.		
Quality of teaching for all				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
		<u>[Show whether the success criteria were met. Any additional evidence of impact can also be referred to, including attainment data, progress data and case studies.]</u>	<u>[Lessons learned may be about impact or implementation. For approaches that did not meet their success criteria, it is important to assess whether you will continue allocating funding and, if so, why.]</u>	£

					£
Targeted support					
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)		Cost
					£
					£
Other approaches					
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)		Cost
					£
					£
6. Planned expenditure					
Academic year		Demonstrate how you will use the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.			
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
		<u>Effective practice is to combine professional knowledge with robust</u>			

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		evidence about approaches that are known to be effective. You may wish to consult external evidence sources such as the EEF Teaching and Learning Toolkit, the National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.]			
Total budgeted cost		£			
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Total budgeted cost		£			
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?

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Total budgeted cost	£				
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7. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

[Use this section to annex or refer to additional information which you have used to support the sections above.]

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