



*Belonging, Believing; Together Succeeding*

## Policy: Pupil Premium Policy

Date Reviewed by Staff:	10/09/2020
Date Reviewed by Education Committee:	
Date Ratified by Full Governing Body:	11/10/2021
Next Review Date: (3 years unless otherwise advised)	September 2023

## **Pupil Premium Policy**

### **Our Vision**

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

At Barrington, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

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.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

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. 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 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'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

### **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.

The grant will be used;

- 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, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents of pupils to collectively ensure pupils' success.

#### **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

##### **Building Belief**

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers

- staff support children to develop “growth” mindsets towards learning

#### Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as Education Endowment Foundation to support us in determining the strategies that will be most effective

#### Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”
- Assessment Data is collected termly so that the impact of support can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents

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.

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.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available here:

[http://www.barrington.cambs.sch.uk/website/pupil\\_premium/329708](http://www.barrington.cambs.sch.uk/website/pupil_premium/329708)

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

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

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

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.

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

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- They have a parent who is on full commitment as part of the full-time reserve service

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.

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

### Accountability

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.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

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.

The school publishes its strategy for using the PPG on the school website.

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.

### Reporting

- 1.1. The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

- 1.2. 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.
- 1.3. The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.
- 1.4. Information regarding PPG spending is published on the school website.
- 1.5. 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.

## 6. Roles and responsibilities

### Class teachers

- Identify and allocate support to pupils in class planning
- Arrange meetings with parents and pupil re. needs analysis
- Under the guidance of the headteacher, complete PP plan, incorporating delegated funding and attendance targets (when relevant).
- Arrange reviews with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

### 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 the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### **Governors**

The governing 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

A named governor is appointed to oversee this work for the governing body. The designated link governor for pupil premium will act on behalf of the governors and board of directors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success

### **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

### **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 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 every three years by the SLT. At every review, the policy will be shared with the governing board.