Pupil Premium Policy

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Statement of intent

At Raddlebarn Primary School, 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. 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
- ESFA (2019) 'Pupil premium 2022 to 2023: conditions of grant'
- 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'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

2. PPG allocation rates

2.1. For the academic year 2023 to 2024, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,480
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£1,050
LAC (Looked After Children) as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,570
PLAC (Previously Looked After Children) 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	£2,570
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	£340

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/carers 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:

- 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 the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

5.2. We have adopted a long-term three-year strategic plan, aligned to the wider school improvement strategy, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice

- Staff development

5.3. We conduct light-touch **annual** reviews to inform the plan and form the school's pupil premium statement.

5.4. 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.

5.5. The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.

5.6. 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 focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements
- 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.

5.7. 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 make success matter to them.

- A joined-up approach involving the pupil's social worker, carer, 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 focused. 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
- Environmental support

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

6.4. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Behaviour support
- Character education
- Attendance initiatives
- Emotional wellbeing support

7. Use of the LAC and PLAC premiums

7.1. The LAC premium is managed by the LA's designated virtual school head (VSH).

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 to determine how to use the premium to effectively support each pupil.

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 children; 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 focused interventions:

- Providing 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:

- CPD support for staff
- A termly one-day teaching/coaching development programme supported by external experts
- Weekly individual coaching sessions to support teachers

8.3. We may utilise the following wellbeing focused interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Small group work interventions around barriers to learning
- Allocating funds to enable pupils to participate in extra-curricular activities

8.4. We may utilise the following communication focused interventions:

- Speech and language interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of offsite trips and experiences

9. Use of the service pupil premium (SPP)

9.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

9.2. Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2019 (known as the 'Ever 6 service measure')
- 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
- 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.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents 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.

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

10. 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 class 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 SPP 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 pupil premium on the school website.

10.6. The school publishes a link to the school and college performance tables and the schools' performance tables' page on the school website.

11. Reporting

11.1. The IPL reports annually to the governing board and parents/carers 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 IPL, headteacher and the governing board.

11.3. The EEF's DIY Evaluation Guide is used to measure the impact of our spending.

11.4. Information regarding PPG spending is published on the school website.

11.5. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress 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 review 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 review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

12.4. The cost will reflect the DfE's guideline that 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 will consider 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 will complete 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 will have an improved strategy and plans to implement it.

13. Overpayments

13.1. The school will repay any overpayment of PPG by the LA.

14. Monitoring and review

14.1. The Inclusion and Pastoral Lead and HT are responsible for reviewing this policy annually.

14.2. The next scheduled review date is November 2025.