



# Pupil Premium Policy 2021/2022

Policy to be reviewed: September 2022

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Signed by:

Headteacher

Date:

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Chair of governors

Date:

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Last updated: September 2021

**Contents:**

## Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [PPG allocation](#)
4. [Objectives](#)
5. [How PPG is spent](#)
6. [Long-term strategy for success](#)
7. [A tiered approach to PPG spending](#)
8. [Use of the LAC and PLAC premiums](#)
9. [Example interventions](#)
10. [Use of the service pupil premium \(SPP\)](#)
11. [Accountability](#)
12. [Reporting](#)
13. [Pupil premium reviews](#)
14. [Overpayments](#)
15. [Monitoring and review](#)

## **Appendices**

- a) Pupil Premium Strategy Statement 2021-2023

## Statement of intent

### *“Preparing for life in all its fullness”*

At St Andrew’s CE Primary our ultimate objective is to promote a positive attitude to learning where all our children feel confident to strive for success, and none more so than our most disadvantaged.

Every child in our care is valued, respected and welcomed into our family, where our faith unifies us and guides us towards our goals. We want to equip all our children with the skills they need to be responsible citizens, enthusiastic learners and ready for the next stage in their education.

#### *Our Values:*

- Respect
- Trust
- Care
- Courage
- Perseverance
- Responsibility

Our current strategy aims to meet these objectives using a tiered approach:

1. **Teaching** - we will ensure that there is an efficient teacher leading every class, and that every teacher is supported to keep improving.
2. **Targeted Academic Support** – we will ensure that we have a skilled, effective team of teachers and teaching assistants who lead and deliver structured one-to-one or small group intervention sessions.

**Wider Strategies** – we will ensure that non-academic barriers are removed and every child is given opportunities to access emotional support and extra-curricular activities led by skilled professionals.

## Legal framework

This policy has due regard to all relevant legislation and 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 (2021) 'Pupil premium: allocations and conditions of grant 2021 to 2022'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2021) 'What maintained schools must 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'

This policy operates in conjunction with the following school policies and documents:

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

## Roles and responsibilities

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).
- Maintaining robust oversight of the school's financial affairs.
- 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.

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 Records Management Policy.

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.

## PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded in the October 2020 census who are 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
- **Ever 6 service children:** pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census

For the financial year 2021 to 2022, grant allocations are unchanged, and therefore, 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', including those who are eligible NRPF pupils	£1, 345
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided 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 or a child arrangements order	£2,345
<b>Service children</b>	<b>SPP amount per pupil</b>
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

The school will receive its PPG funding from the LA.

## Objectives

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

## How PPG is spent

Under the 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

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.

## Long-term strategy for success

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

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 lighter-touch annual 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 EEF'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.

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 pupil's personal education plans (PEPs).
- 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.

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.
- A child-centred approach to assessment for learning.

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

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

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

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

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

## Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated VSH.

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

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.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is 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.

## Example interventions

The school 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

The school 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

The school may utilise the following wellbeing-focussed interventions:

- One-to-one ELSA and counselling sessions
- Occupational therapy-based interventions (Cool Kids)
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary 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 off-site trips and experiences

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

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.

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

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 the updated PPG strategy annually, in line with its statutory duties.

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

The headteacher reports annually to the governing board 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 governing board.

The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.

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.

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.

## Pupil premium reviews

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.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

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. Where costs are prohibitive, the school considers the use of a joint

review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **Overpayments**

The school repays any overpayment of the PPG.

## **Monitoring and review**

The headteacher is responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Andrew's CE Primary
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	31.25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Steph Burgoyne
Governor / Trustee lead	Mike Dulson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,363.75
Recovery premium funding allocation this academic year	£2987
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£21,350.75</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### ***“Preparing for life in all its fullness”***

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*Our Values:*

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Our current strategy aims to meet these objectives using a tiered approach:

3. **Teaching** - we will ensure that there is an efficient teacher leading every class, and that every teacher is supported to keep improving.
4. **Targeted Academic Support** – we will ensure that we have a skilled, effective team of teachers and teaching assistants who lead and deliver structured one-to-one or small group intervention sessions.
5. **Wider Strategies** – we will ensure that non-academic barriers are removed and every child is given opportunities to access emotional support and extra-curricular activities led by skilled professionals.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some concern around reading and phonics retention
2	Some concern around the impact of the pandemic on writing attainment
3	Some concern surrounding social and emotional behaviour
4	Some concern that pupil premium children do not have the rich and varied experiences as non-pupil premium children, limiting their cultural capital

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve phonics attainment and reading ability of PPG children</p>	<ul style="list-style-type: none"> <li>• All PPG children demonstrate progress through the assessment cycle</li> <li>• PPG children identified as having “gaps” are given opportunities to access 1:1 or small group targeted support</li> <li>• All PPG children demonstrate phonics application in their writing, including spelling rules taught in Phase 6</li> <li>• All PPG children provided with appropriate, stimulating and engaging texts linked to their phonics ability.</li> <li>• All PPG children provided with extended reading opportunities.</li> </ul>
<p>Improve writing attainment of PPG children</p>	<ul style="list-style-type: none"> <li>• All PPG children demonstrate progress through the assessment cycle</li> <li>• All PPG children identified as having “gaps” are given opportunities to access 1:1 or small group targeted support</li> <li>• All PPG children accessing support demonstrate progress in identified areas</li> <li>• Most PPG children are confident to step beyond the scaffold and write independently and those who are SEN are sufficiently supported to feel confident when writing.</li> </ul>
<p>Improve social and emotional health of PPG children</p>	<ul style="list-style-type: none"> <li>• All PPG children to be given opportunities to take up opportunities to access ELSA support (self-referred – drop-ins)</li> <li>• All PPG children identified as needing ELSA support targeted through intervention programmes</li> <li>• All PPG children are able to reflect on their behaviour effectively and identify the impact their behaviour may have on others.</li> </ul>

<p>Pupil premium children to enjoy a wide range of enrichment activities</p>	<ul style="list-style-type: none"><li>• A wide range of extra-curricular activities will be offered to tap into our children's passions</li><li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li><li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</li><li>• Children are able to learn a new skill or continue playing an instrument they had been learning.</li></ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upgrade of phonics scheme and resources throughout the school	Almost all children who receive will learn the skills needed to tackle new words. They can then go on to read any kind of text fluently and confidently and to read for enjoyment.	1
Upgrade writing scheme using a text - based model	High-quality texts are used as a springboard for learning across the curriculum and this motivates pupils to learn. Children learn to be creative because of the wide range of interesting activities available.	2
INSET day looking at internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	1 and 2
The Senior Leadership Team will work together to identify any support staff who would benefit from further CPD	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see staff becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1 and 2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will take place with a designated member of staff to listen to priority readers.	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	1 and 2
Daily small-group phonics session for all children with the lowest 20% led by a teacher	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	1
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 and 2
ELSA support	Our evidence suggests that our PPG children high percentage of our identify as needing emotional support in a social skills group or one-to-one with an experienced professional.	3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance	3 and 4

	being a barrier will be able to foster their love of music raising their self-esteem	
Forest School Days	Children who participate in Forest Schools develop self-regulation skills and are better able to cope with and learn from failure, build resilience, gain a sense of achievement, increase motivation and concentration and can improve their problem-solving skills problem solving.	3 and 4
Reading club and continued enhancements to our reading and library areas	Children who enjoy reading are motivated to read more frequently and make better progress	1, 2, 3, 4
Milk	Giving children the essential nutrients that supports their growth and development.	3

**Total budgeted cost: £ 18363**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

As a school, we adhered to our assessment procedures and policies, including:

- Statutory tests such as the Y1 phonics screening
- Non-statutory standardised tests such as PIRA, PUMA and GAPS
- Our in-house termly assessment of effort, progress and attainment which was reported to parents.