

# Pupil Premium Policy

## Forthcoming Strategy

### Annual Report



<b>Approved by:</b>	Sean Pond	<b>Date:</b> [Date]
<b>Last reviewed on:</b>	April 2020	
<b>Next review due by:</b>	April 2021	

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### 1. Aims

This document aims to:

- Provide background information about the pupil premium grant (PPG) 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
- Outline the forthcoming strategy for next academic year
- Review the PPG spend and outcomes from last academic year

### 2. Legislation and guidance

This document is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this document refers to the DfE's information on [what maintained schools must publish online](#).

### 3. Purpose of the grant

The PPG 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.

### 4. Use of the grant and forthcoming strategy

Decisions about how the PPG is spent in our school, are based on a number of influencing factors. Our school caters for pupils aged 2-19. It is set in a suburban part of the affluent town of Harrogate and serves this town and the surrounding areas as far as Selby.

A summary of the main barriers to educational achievement faced by eligible pupils:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs (including challenging behaviour)
- Sensory and/or Physical Needs

We use evidence to inform our decisions on pupil premium spending, by learning from what works in our school and by using evidence-based research and resources from The Education Endowment Foundation:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

We seek parent views on the needs of their child and how they believe the PPG should be spent. We usually do this at their child's annual review of their EHCP or during parent consultation evenings.

Some examples of how the school may use the grant include, but are not limited to:

- Music therapy
- Additional Speech and Language Therapy support
- Educational Psychology involvement
- Additional Occupational Therapy support
- Additional staffing support for pupils
- Staff training
- Funding educational visits and extra-curricular activities
- Specific, individualised resources and equipment

We will publish this document 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). Available here: <https://www.springwater.n-yorks.sch.uk/about-us/pupil-premium>

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Reception and Year 11.

Eligible pupils fall into the categories explained below.

### **5.1 Ever 6 free school meals**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

## **5.2 Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

## **5.3 Post-looked after children**

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

## **5.4 Ever 6 service children**

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **6. Roles and responsibilities**

### **6.1 Headteacher and pupil premium coordinator**

The headteacher and pupil premium coordinator are responsible for:

- Keeping this document 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

### **6.2 Governors**

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy and strategy
- 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

### **6.3 Other school staff**

All school staff are responsible for:

- Implementing this policy and strategy 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

### **6.4 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 document will be reviewed annually by the pupil premium coordinator. At every review, it will be shared with the governing board. Resources, interventions and training purchased with the PPG will be subject to a robust system of evaluation throughout the year, to ensure there is a positive impact on pupil outcomes.

## 8. Annual report details for 2019/20

2019/20	FSM	LAC / Post-LAC	Service	Total
No. of Eligible Pupils	18	5**	3	24*
Rates of Pupil Premium	9 @ £1320 (Primary)  9 @ £935 (Secondary)	3 @ £1900 (LAC)  1 @ £2300 (Post-LAC)	£300	£29,195
Overall Funding	£20,295	£8,000	£900	

\* NB: Two pupils fall into more than one PP category (e.g. FSM and LAC)

\*\* We only receive the funding for one Post-LAC pupil as they fall into two categories (Post-LAC and Service) and we only receive funding for the lower amount of these categories (Service).

Action / Project*	Cost	Objective	Outcome
Music Therapy	£16,000	To support pupil's cognition and learning by promoting aspects of engagement, attention and communication. For pupils to experience an extra-curricular style activity.	See progress results for English and maths (95% of pupils made expected or above expected progress in English; 100% of pupils made expected or above expected progress in maths).
Music resources	£500	To support the provision of music therapy activities both in therapy sessions and in classes.	See progress results for English and maths.
Additional SaLT sessions	£2,500	To support pupil's communication and interaction needs.	See data results for English and maths. Also see pupil SaLT outcomes within EHCPs and on LIPRs.
Staff Training	£5,000	To develop staff understanding of pupil needs and give them the tools to provide better support to pupils.	See staff CPD records for details of training (Trauma/Attachment Awareness, Emotion Coaching, Mental Health & Wellbeing).
Staffing	£5,195	To provide staff during music therapy sessions to support the engagement of pupils and enable strategies to be learnt by the staff and employed back in the classroom.	Pupils supported by familiar staff to engage in sessions. Staff able to practice some of the strategies learnt at sessions, back in the classroom.
<b>Total</b>	<b>£29,195</b>		

**Pupil Progress:**

<b>2019/20 English</b>	<b>FSM</b>	<b>LAC / Post-LAC</b>	<b>Service</b>	
Number of pupils who achieved <b>below expected</b> progress	1	0	0	
Number of pupils who achieved <b>expected</b> progress	10	2	3	
Number of pupils who achieved <b>above expected</b> progress	4	2	0	
<b>Total in each PP category</b>	15*	4	3	22*

\* Data available for 15 FSM pupils (two pupils left our setting in July 2019 and one is also categorised under LAC)

<b>2019/20 Maths</b>	<b>FSM</b>	<b>LAC / Post-LAC</b>	<b>Service</b>	
Number of pupils who achieved <b>below expected</b> progress	0	0	0	
Number of pupils who achieved <b>expected</b> progress	10	2	3	
Number of pupils who achieved <b>above expected</b> progress	5	2	0	
<b>Total in each PP category</b>	15*	4	3	22*

\* Data available for 15 FSM pupils (two pupils left our setting in July 2019 and one is also categorised under LAC)

NB – The data above is based on the data at the end of the Spring term 2020 (end of the Pupil Premium Year).

## 9. Annual projections for 2020/21

2020/21	FSM	LAC / Post-LAC	Service	Total
No. of Eligible Pupils	20	6**	3	27*
Rates of Pupil Premium	11 @ £1345 (Primary)	4 @ £1900 (LAC)	£310	£34,265
	9 @ £955 (Secondary)	1 @ £2345 (Post-LAC)		
<b>Overall Funding</b>	£23,390	£9,945	£930	

\* NB: Two pupils fall into more than one PP category (e.g. FSM and LAC)

\*\* We only receive the funding for one Post-LAC pupil as they fall into two categories (Post-LAC and Service) and we only receive funding for the lower amount of these categories (Service).

Action / Project	Estimated Cost	Objective	Outcome
Music Therapy	£10,000	To support pupil's cognition and learning by promoting engagement, attention and interaction. To improve pupils' confidence in performing, and increase their self-esteem and ability to collaborate with others.	
Curriculum Resources	£500	To support the provision of music therapy and communication and interaction needs within class.	
Additional SaLT sessions	£3,500	To support communication and interaction needs.	
Thrive Approach	£5,000	To implement a whole school approach to support pupil's social, emotional and mental health needs.	
Staff Training	£8,000	Continued professional development to develop staff understanding of pupil needs and pedagogical approaches to provide better support to pupils.	
Translation Services	£1,000	To provide translation support for our teachers to communicate with the families of our pupils who use English as a second language.	
Staffing	£5,000	To provide staff during music therapy sessions to support the	



		engagement of pupils and enable strategies to be learnt by the staff and employed back in the classroom.	
Other	£1,265	Any other significant intervention that is identified throughout the year.	
<b>Total</b>	<b>£34,265</b>		

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