

Pupil Premium Policy

Forthcoming Strategy

Annual Report



Approved by:	Sean Pond	Date: [Date]
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Purpose of the grant	2
4. Use of the grant and forthcoming strategy	3
5. Eligible pupils	3
6. Roles and responsibilities	4
7. Monitoring arrangements.....	5
8. Annual report details for 2020/21	6
9. Annual projections for 2021/22	7

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

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
- Translation services to support our families for whom English is an additional language

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 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) 9 @ £955 (Secondary)	4 @ £1900 (LAC) 1 @ £2345 (Post-LAC)	£310	£34,265
Overall Funding	£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	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.	Unfortunately, due to the Covid-19 Pandemic Music Therapy was unable to go ahead this year. Funding allocated instead to staff training; Emotion Coaching, Supporting Pupil Wellbeing and The Recovery Curriculum.
Curriculum Resources	£500	To support the provision of music therapy and communication and interaction needs within class.	See progress towards outcomes within Tapestry and pupil EHCPs and LIPRs.
Additional SaLT sessions	£3,500	To support communication and interaction needs.	See progress towards outcomes within Tapestry and pupil EHCPs and LIPRs.
Thrive Approach	£5,000	To implement a whole school approach to support pupil's social, emotional and mental health needs.	Method of assessing this to be developed next academic year, but staff already implementing strategies and approaches.
Staff Training	£8,000	Continued professional development to develop staff understanding of pupil needs and pedagogical approaches to provide better support to pupils.	See staff CPD records for details of training.
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.	Improved communication (and therefore outcomes for pupils) between those families.

Staffing	£5,000 *£3000 of this will roll over into next year to fund Attention Autism	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.	Unfortunately, due to the Covid-19 Pandemic Music Therapy was unable to go ahead this year. Funding allocated instead to staff training; Emotion Coaching, Supporting Pupil Wellbeing and The Recovery Curriculum.
Other	£1,265	Any other significant intervention that is identified throughout the year.	
Total	£34,265		

Pupil Progress:

This section of our report this year looks quite different. This is due to the Covid-19 Pandemic. Pupil education, progress and data gathering has been significantly disrupted for the 2020-21 pupil premium year. The DfE did not require academic data for the Summer term 2020. In the Autumn term 2020, pupils who were in school were accessing a Recovery Curriculum. In the Spring term 2021, some pupils were in school for half a term. Others have been shielding throughout the pandemic due to complex health needs. Progress has been at expected levels throughout the pupil premium year, in line with the disruption to education caused by the pandemic. Individual pupil progress can be seen within Learning Intention Progress Records, Education Health and Care Plans and the evidence for this is recorded within Tapestry.

9. Annual projections for 2021/22

2021/22	FSM	LAC	Service	Total
No. of Eligible Pupils	19	2	1	22*
Rates of Pupil Premium	13 @ £1345 (Primary) 6 @ £955 (Secondary)	2 @ £1900 (LAC)	£310	£27,325
Overall Funding	£23,215	£3,800	£310	

*NB – We have 21 pupils who receive PP funding, but one of them falls into two categories (FSM and LAC) so we receive funding for both of these categories for this pupil.

Action / Project	Estimated Cost	Objective	Outcome
Staff Training	£6000 Plus £3000 rolled over for	Continued professional development to develop staff understanding of pupil needs and pedagogical approaches to provide better support to pupils.	

	Attention Autism		
Music Therapy	£6000	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.	
ICT / Communication Resources	£6000	To support the provision of ICT across school. To support the provision of communication and interaction needs across school.	
Curriculum Resources	£2000	To support the provision of music therapy plus additional curriculum resources which may be required throughout the year.	
Additional SaLT sessions	£3500	To support communication and interaction needs.	
Translation Services	£1500	To provide translation support for our teachers to communicate with the families of our pupils who use English as a second language.	
Other	£2325	Any other significant intervention that is identified throughout the year.	
Total	£30,325		

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