



Pupil Premium Policy

Shirland Primary School

September 2024

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At Shirland Primary School, we have core values that everyone understands. We believe that to be a learner you must be safe, be ready to learn and be respectful. We are passionate that our unique children deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world.

Our curriculum reflects our ambition that every child is able to make safe choices and develops a deep spiritual, moral, social and cultural understanding. The targeted and strategic use of Pupil Premium funding will support us in creating a fair education and achieving our vision for all pupils.

1.) Aims

This policy aims:

- To ensure the school correctly identifies pupils as disadvantaged: noting that not all pupils who receive Free School Meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure the Pupil Premium Strategy makes effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

2.) Legislation and Guidance

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. The school will use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

This policy is based on the following:

- Using pupil premium: guidance for school leaders March 2022 published by the DfE
- -Pupil Premium 2022-2023: technical note (updated Dec 2022) published Education & Skills Funding Agency
- Guidance Pupil Premium (2019) published by the DfE (updated Dec 2022 and includes funding rates)
- Supporting the Attainment of Disadvantaged Pupils (2015) published by the DfE
- Pupil premium: effective use and accountability published 2019 (updated 2021) published by the DfE
- The EEF Guide to the Pupil Premium 2019 (updated 2022) published by the EEF
- Pupil Premium Menu EEF Evidence Brief published by the EEF
- The Attainment Gap Report (updated 2018) published by the EEF
- Ofsted strategy 2017–22 published by OFSTED

3.) Purpose of the grant

The pupil premium grant (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. Pupil Premium is calculated by the number of FSM / E6 children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns (SSDA903).

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 3-year strategy plan:

Shirland Primary School takes a longer view of the support the grant provides and is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). The plan is aligned to the School Improvement Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Ensuring high quality first teaching is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

These priorities are organised through a 3-tiered approach to Pupil Premium spending.

Tier 1- Teaching and Learning

These activities focus solely on improving teaching to impact on pupil's learning, which is the preferred way to narrow gaps in attainment.

This includes professional development of staff which includes:

- Encouraging self-led professional development
- Facilitating CPD opportunities for all teaching staff.
- Professional development with individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, phonics/vocabulary and curriculum development.
- Professional Development for staff by attending targeted training courses and INSET.
- Support for early career teachers.
- Recruitment and retention.

Tier 2 – Targeted Academic Support

Tier 2 activities will concentrate on targeted academic interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. The school considers carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

Tier 3 – Wider strategies

Tier 3 activities will focus on the wider strategies which relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

This can include but is not limited to:

- School breakfast club
- Nurture Group
- Music lessons for disadvantaged pupils
- Help with the cost of educational trips or visits
- Access to therapeutic interventions and advice
- Speech and language therapy

The result of these wider strategies is to increase pupil confidence, resilience and aspirations in line with our school vision.

Please refer to our Pupil Premium Strategy for detailed information regarding Pupil Premium in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated. This strategy can be found on the school website. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through Service Premium cannot be identified.

5.) Eligible Pupils

The school encourages our parents and carers to register for PPG in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming benefits or having a low income. In doing so, we recognise the vital role that parents and carers play in the lives of their children.

Eligible children receive additional support in order to ensure progress in core subjects. The school recognises the fact that pupils with FSM are not a homogenous group and cover a wide range of needs. They may receive support individually or with other children and may not receive this for the entire school year.

Pupil Premium Plus

The designated teacher for looked-after children (The Headteacher) must work with the local authorities who hold the pupil premium plus for pupils who are in their care. This designated teacher should encourage adoptive parents and guardians of children who left care through a special guardianship order or child arrangements order to be involved in deciding how pupil premium plus is used to support their child. The lead will also be the main contact for queries about its use. The grant will be used without delay for the benefit of the looked-after child's educational needs as described in their individual education plan.

6.) Roles and Responsibilities

We expect all members of our school community to be committed to raising standards, having high expectations and narrowing the attainment gaps for all our pupils.

All teachers will ensure that they:

- Track and measure attainment and progress of all vulnerable groups, including Pupil Premium at termly intervals through the year, in line with the school's assessment policy.
- Discuss regularly, as part of pupil progress meetings with SLT, the progress and attainment of pupils in receipt of the PPG.
- Set individual targets, for pupils in receipt of the PPG who are part of a targeted academic intervention and that these are tracked throughout and analysed at the end of the intervention.
- Promote an inclusive and collaborative ethos which enables all pupils to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning so that gaps can be narrowed and improvements maintained.
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with "low attainment".
- Keep up-to-date with teaching strategies and research, which have proven track records in narrowing gaps in attainment and achievement.
- Engage in professional development opportunities to enable them to implement successful strategies to accelerate progress and to narrow the gap.

The Senior Leadership team alongside the Headteacher will ensure:

- There is robust monitoring and evaluation in place to review interventions termly, to track allocation and the use of pupil premium funding and report this to inform the Pupil Premium Strategy Impact.
- Cost effectiveness is evaluated, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support.
- Staff are aware of their responsibilities in 'narrowing the gap', for disadvantaged pupils.
- Staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.
- The progress and attainment of pupils in receipt of the PPG are discussed termly with teachers and analysed by SLT.
- Attendance data is collected and monitored.

7.) Monitoring Arrangements and Reviewing Impact

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective.

This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The Head Teacher is responsible for ensuring a Pupil Premium Strategy is always in effect, and reports on the impact of pupil premium spending to the Governing Body on an ongoing basis. The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.