



Pupil Premium Policy

Prepared by:	Adopted by Board of Trustees	Renewal Date (annual cycle)
Kevin Simpson	Autumn 2021	Autumn Term 2022

- Autumn 2021: There are significant changes from the previous policy. Please read this policy in full.

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Statement of intent

At the Aspire Educational Trust 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 achieve the highest possible standards, 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 (Looked After Children) and previously LAC (PLAC);
- Supporting pupils with parents in the armed forces.

This policy outlines the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated with maximum impact.

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 (2020) 'Pupil premium 2020 to 2021: 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 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with 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, a child arrangements order or a residence order	£2,345
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	£310

3. Objectives

- 3.1. 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 (including non-disadvantaged pupils nationally).
- 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 effective implementation of this policy and the school's Pupil Premium Strategy;
- Ensuring PPG funding and spending can be identified within the school's budget;
- Assessing the individual provisions required for each pupil in receipt of the PPG, paying attention to any barriers to overcome;
- Ensuring a robust review of the evidence when making decisions about spending, to identify the 'best bets' for the highest impact;
- Consulting the pupil premium lead, LAC governors, staff and parents/carers when deciding how funds are spent.

5.2. We have adopted a long-term three year Pupil Premium Strategy, aligned to the wider Academy Development Plan, which contains the following considerations:

- How funds will be used to enhance the quality of teaching;
- How funds will be used to provide targeted academic support;
- How funds will be used to implement wider strategies to support disadvantaged learners;
- Expenditure;
- Recruitment;
- Staff development;

5.3. We have a light-touch annual review (conducted by a member of the Aspire Educational Trust's Senior Leadership Team), to inform the strategy.

5.4. We explore a wide range of evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, Early Years Toolkit, Promising Projects and Guidance Reports, as well as Evidence4Impact and the IEE (Institute for Effective Education) trial outcomes, to determine the best use of the funding. This work is closely supported by the Aspirer Research School team.

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

5.6. We focus on approaches that:

- Are evidence-based.
- 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 focussed 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 (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. from EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and primary to secondary).
- Enhance the pupils' cultural capital, through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes (metacognition), teaching children to be independent and self-regulating learners.

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, teacher, carer, Virtual School Head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

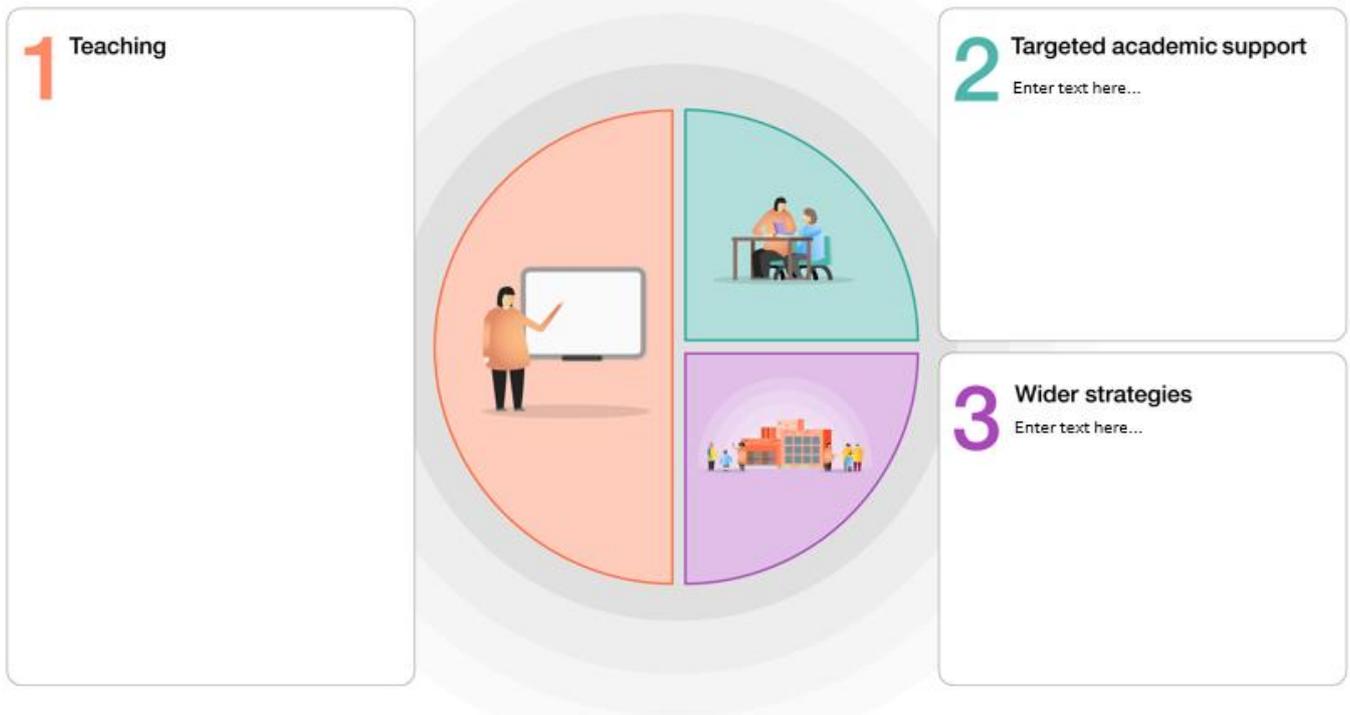
6. A tiered approach to PPG spending

6.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Details of expenditure can be found in the Pupil Premium Strategy. 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:

- Effective on-going professional development of staff (aligning with the DfE Professional Development Standards);
- Recruitment and retention of great teachers; aiming for outstanding teaching in every classroom.
- Supporting early career teachers.
- Implementing whole school and/or whole class or phase approaches that enhance the quality of teaching for all pupils (in response to evidence reviewed and to address barriers identified).

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.
- Bespoke interventions and support.
- Small group tuition.
- One-to-one support.
- Some targeted support is led by the classteacher and other is led by Teaching Assistants (aligning with the recommendations in the Making Best Use of Teaching Assistants guidance report).

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

- Family Support.
- Behaviour and Social, Emotional and Mental Health support.
- Wrap around care, including a breakfast club.
- Attendance initiatives.

7. Use of the LAC and PLAC premiums

- 7.1. The LAC premium is managed by the LA's designated 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 and emotional well-being support for LAC.
- 7.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs 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. Use of the Service Pupil Premium (SPP)

- 8.1. 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.
- 8.2. 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 2014 (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
- 8.3. The school does not combine the SPP with any other form of PPG.
- 8.4. SPP spending is accounted for separately to any other form of PPG.
- 8.5. 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 parents, such as introducing a 'Skype time club'.

- 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.

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

9. Accountability

- 9.1. The data (attainment and progress) for all pupils is analysed on an individual and cohort basis at the end of each term, and considered in depth within the termly Pupil Progress Meetings for each class.
- 9.2. Individual targets are set for each pupil in receipt of the PPG who are accessing targeted academic support interventions and their progress towards achieving these targets is analysed every six weeks and at the end of intervention.
- 9.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- 9.4. 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.
- 9.5. The school publishes its strategy for using the pupil premium on the school website.
- 9.6. The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.
- 9.7. The impact of the PPG is considered on a termly basis by the Local Academy Committee, MAT Hub Board and Trustees Board.

10. Reporting

- 10.1. The principal reports annually to the Local Advisory Committee (LAC) and parents/carers regarding how effective PPG spending has been and what impact has been made, via the published Pupil Premium Strategy.
- 10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the Principal and the Local Academy Committee.
- 10.3. Information regarding PPG spending is published on the school website.
- 10.4. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports and shared at Parents'/Carers' Evenings. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

- 11.1. 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 full pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.
- 11.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. 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.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 11.6. At the end of the review, the school will have an improved strategy and implementation plan.

12. Overpayments

- 12.1. The school will repay any overpayment of PPG.

13. Monitoring and review

- 13.1. The Principal and School Business Manager are responsible for reviewing this policy annually.
- 13.2. The next scheduled review date is Autumn 2022 .