



# Pupil Premium Policy

Communicating Love; Inspiring our  
Community to Flourish

Policy Written: October 2021

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## **Statement of intent**

At St Gabriel's CofE Academy, we believe that every child should have every chance to succeed. Some pupils require additional support; therefore, we will use all the resources available to help them reach their full potential, 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 and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

# 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
- 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'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2021) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

## 2. PPG allocation rates

2.1. For the financial year 2020 to 2021, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
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
<b>Service children</b>	<b>Grant 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

### **3. Objectives**

- 3.1. To provide additional educational support 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.
- 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 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 strategy**

- 5.1. We have adopted a strategic plan, aligned to the wider SDP.
- 5.2. We explore evidence-based summaries of PPG use, such as the EEF's [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 5.3. 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 makes success matter to them.
  - 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. 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:

- Professional development
- Supporting early career teachers
- Curriculum development and resourcing

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
- Small group tuition
- One-to-one support
- Specific educational need

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

- Behaviour support
- SEMH support
- Attendance initiatives
- Parental engagement
- Wider opportunities

## **7. Use of the LAC and PLAC premiums**

- 7.1. The LAC premium is managed by the LA's designated Virtual School Head (VSH) currently Jody Toone.
- 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 support for LAC.
- 7.5. 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.
- 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 pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **8. Example interventions**

- 8.1. We may utilise the following achievement-focussed interventions:
  - Providing one-to-one and small group work with the teaching team to address pupils' specific knowledge gaps

- Targeting pupils who require additional help to reach age-related expectations

8.2. We may utilise the following teaching-focussed interventions:

- A half-termly programme of senior leader support for all teachers to reflect and improve on practice in a supportive coaching style professional development meeting.

8.3. We may utilise the following wellbeing-focussed interventions:

- One-to-one SEMH sessions
- Allocating funds to enable pupils to participate in extra-curricular activities

8.4. We may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for pupils to attend school
- Support for pupils to access a range of off-site trips and experiences

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

9.1. The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

9.2. 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

9.3. The school does not combine the SPP with any other form of PPG.

9.4. SPP spending is accounted for separately to any other form of PPG.

9.5. 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 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.

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

## **10. Accountability**

- 10.1. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.
- 10.2. Ofsted inspections will report on the attainment and progress of pupils in receipt of the PPG.
- 10.3. 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.
- 10.4. The school is held to account by the governing body which focusses on the progress and attainment of the wider pupil premium-eligible cohort.
- 10.5. The governing board, along with the school leadership is accountable to the DfE for how the money is put to use.
- 10.6. The school publishes its strategy for using the PPG on the school website.
- 10.7. 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.

## **11. Reporting**

- 11.1. The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

- 11.2. 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.
- 11.3. Information regarding PPG spending is published on the school website.
- 11.4. 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.

## **12. Pupil premium reviews**

- 12.1. 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 pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.
- 12.2. If requested to do so by Ofsted, the Trust Board, or the DfE, the school will commission a pupil premium review.
- 12.3. The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 12.4. 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.
- 12.5. Where costs are prohibitive, the school considers the use of a joint review with local schools.

- 12.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 12.7. In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 12.8. At the end of the review, the school has an improved strategy and plans to implement it.

### **13. Overpayments**

- 13.1. The school repays any overpayment of the PPG.

### **14. Monitoring and review**

- 14.1. The headteacher is responsible for reviewing this policy annually.
- 14.2. The next scheduled review date is October 2022.

# Appendix 1 – Pupil Premium Reporting Template

## Pupil premium strategy statement

### 1.1 School overview

Metric	Data
School name	St Gabriel's C of E Academy
Pupils in school	230
Proportion of disadvantaged pupils	13.5%
Pupil premium allocation this academic year	£42,000
Academic year or years covered by statement	2021-2022
Publish date	03 October 2021
Review date	03 October 2022
Statement authorised by	Chair
Pupil premium lead	Andrew Taylor
Governor lead	Rex Pogson

### 1.2 Disadvantaged pupil progress scores for last academic year\* \*\*

**\*Cohort of two pupils – average time spent on school roll - five months.**

**\*\* due to cancellation of 2019-2020 and 2020-2021 End of Key stage assessments, there is no reportable data for this period.**

As a newly opened school, it would be a misrepresentation to derive a correlation between the outcomes for the KS2 disadvantaged pupils (2) and the activities and decisions of the school in 2018-2019.

Measure	Score
Reading	-8.18
Writing	-4.5
Maths	-6.24

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

### 1.3 Strategy aims for disadvantaged pupils

	<b>Activity</b>
Priority 1	Ensure all pupils have access to quality first teaching
Priority 2	Ensure pupils' attendance and behaviour is at a good level to support their progress
Priority 3	Ensure pupils have social, emotional and mental health support in their journey through school
Priority 4	Ensure pupils have full access to a wide range of curriculum opportunities
Priority 5	Provide individual support for specific learning needs
Priority 6	Increase parental engagement with learning journey and home learning
Potential Barriers to these priorities address	Teacher expertise, low attendance, poor behaviour, self-esteem, financial restrictions, special educational needs, learner resilience, parental engagement.
Projected spending	£42,000

### 1.4 Target priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
4.3. To narrow the gap between the educational achievement of PPG pupils and their peers.	Percentage of PPG pupils achieving expected and greater depth standards in line with Non-PPG pupils. PPG pupils demonstrate accelerated progress.	July 2022
4.4. To work in partnership with the parents of pupils to collectively ensure pupils' success.	Parental engagement with home communication, home learning, parent consultations, increases in line with non-PPG cohort.	July 2022
Ensure pupils have full access to a wide range of curriculum opportunities	PPG cohort participation in curricula and extra-curricular activities in line with non-PPG cohort.	July 2022
Other	Raise attendance of all pupils to over 96%	July 2022

### 1.5 Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Quality first teaching	Senior leaders and external consultants work alongside teaching team to embed expertise in teaching and learning.
Curriculum quality	Additional opportunities offered without charge for PPG pupils (outdoor education, individual music tuition, extra-curricular clubs and school trips).
Targeted tuition	1:1 tuition delivered by qualified teacher to accelerate progress in English and Maths.
Specific Needs	Support from SEND supported, Ed Psych, Learning Mentor and SENDCO to identify and address need.
Parental engagement	Embed quality of home communication, home learning and home reading.
Barriers to learning these priorities address	Teacher expertise, financial restrictions, special educational needs, parental engagement.
Projected spending	£30,000

### 1.6 Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Attendance	Regular communication, provision of transport, support meetings. Office Manager leadership.
Behaviour	Learning Mentor programmes of work with target pupils. Senior leader support.
Social, emotional and mental health	Learning Mentor programmes of work. TA interventions. Staff training.
Barriers to learning these priorities address	low attendance, poor behaviour, self-esteem, learner resilience, parental engagement.
Projected spending	£12,000

## 1.7 Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff development	Use of senior leadership time to work alongside teaching team. External consultants to bring training.
Targeted support	Ensuring quality of service	Carefully monitor service providers for SEND. Quality assure tuition.
Wider strategies	Engaging families facing challenges	Support Family Liaison / Learning Mentor to work alongside families and pupils.

## 1.8 Review: last year's aims and outcomes\*

The cancellation of statutory assessments in 2019-2020 and 2020-2021 do not allow for data review.

Target Activity	
All children are clear about what they are learning in every lesson	Lesson demonstrate clear objectives understood by all children including PPG group.
All children have full access to high quality curriculum	Full access to broad curriculum achieved by all pupils including PPG group.
Average progress and attainment scores for all pupils closer towards National Average	National Average scores unobtainable. Progress scores for PPG group broadly in line with non-PPG group across school.
All pupils have quality support for SEND	Educational Health Care plans, Individual Education Plans in place. Intervention groups positively impacting progress.
Raise attendance of all pupils to over 96%	96.2% attendance for PPG group

