



Pupil Premium Policy

Communicating Love; Inspiring our
Community to Flourish

Policy Written: October 2022

Next Review Date: October 2023

Contents:

Statement of intent

1. Legal framework
2. PPG allocation rates
3. Objectives
4. How PPG can be spent
5. Our long-term strategy for success
6. A tiered approach to PPG spending
7. Use of the LAC and PLAC premiums
8. Example interventions
9. Use of the service pupil premium (SPP)
10. Accountability
11. Reporting
12. Pupil premium reviews
13. Overpayments
14. Monitoring and review

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).

In its document *Guidance: Pupil premium 2022 to 2023: conditions of grant for academies and free schools*. The Department for Education (DfE) outlines two aims for the use of the grant:

1. Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
2. Providing support for children and young people with parents in the regular armed forces

The guidance outlines which pupils the grant should support:

- Pupils who are in receipt of Free School Meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6).
- Previously looked-after children (PLAC): pupils 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.
- Looked-after Children (LAC) who are supported by the local authority.
- Pupils who have parents serving in the Armed Forces known as Service Pupil Premium (SPP)

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) (2021) 'Using your pupil premium funding effectively: Steps for developing of an effective pupil premium strategy'
- ESFA (2021) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'
- DfE (2022) Pupil Premium Overview
- DfE (2022) Guidance: Pupil premium 2022 to 2023: conditions of grant for academies and free schools

2. PPG allocation rates

2.1. For the financial year 2022 to 2023, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,385
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,410
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	£2,410
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	£320

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 School Development Plan (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:
 - Improve the overall quality of teaching and learning lessons a cross the curriculum.
 - Strengthen teacher pedagogy and practices to support all learners and provide equity for disadvantaged pupils.
 - Address the barriers to learning for individual learners particularly in Core subjects such as English and Maths.
 - Support pupils become life-long learners engaging in regular reading and completing homework.
 - Support relationship-building, both with appropriate adults and with their peers.
 - Increase pupils' understanding of their emotions and identity.
 - Promote positive reinforcement.
 - Build self-esteem.
 - Are child-centred with an emphasis on 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: Quality first teach in lessons across the curriculum

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).
- 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 home learning interventions:

- A twice weekly homework club led by teachers and supported by higher-level teaching assistants to develop children's habit in completing homework and reading regularly

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:

- One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed

forces of another nation and is formally stationed in England) – and they are recorded in the October school census as being a ‘service child’

- They have previously been registered as a ‘service child’ in any school census in the last 6 years
- One of their parents died while serving in the armed forces, and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

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 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 2023.

The school's Pupil Premium Strategy document is available to read on the our website.

