



**Caring Achieving Respectful Exciting**

---

# Pupil Premium Policy

**School Leader: J Gallimore**

**Link Governor: C Sayers**

<b>Policy Approved</b>	<b>Signed: C Sayers</b>	<b>Date: 16.07.20</b>
Policy Reviewed	Signed: C Sayers	Date: 10.06.21
Policy Reviewed	Signed: C Sayers	Date: 09.06.22
Policy Reviewed	Signed: C Sayers	Date: 08.06.23
Policy Reviewed	Signed: C Sayers	Date: 06.06.24
Policy Reviewed	Signed: C Sayers	Date : 05.06.25
Policy Reviewed	Signed: C Sayers	Date : 04.06.26

**Statement of intent**

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

### **Statement of intent**

At Hardwick Primary School, 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 reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for:

- Raising the attainment of disadvantaged pupils.
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, how the school plans for the effective spending of PPG, and the procedures for ensuring the funding is allocated correctly.

### **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What maintained schools must publish online'
- DfE (2022) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

This policy operates in particular conjunction with:

- The corresponding 3-year Pupil Premium Strategy
- School Development Plan
- LAC Policy
- Equality Statement and Action Plan

### **2. Roles and Responsibilities**

The governing board is responsible for:

- Ensuring the effectiveness of this policy.

- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the Executive Headteacher/Head of School to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Strategy and the corresponding review of this.

The Executive Headteacher/Head of School is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Strategy and the corresponding review of this.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the appropriate school policies.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the Executive Headteacher/Head of School and other relevant staff members to draw up the Pupil Premium Strategy and corresponding review.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the Executive Headteacher/Head of School and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.

- In combination with the Executive Headteacher/Head of School, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

### 3. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- Ever 6 FSM: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- NRPF: pupils in households with no recourse to public funds (NRPF).
- LAC: pupils who are looked after by the LA.
- PLAC: pupils who have been adopted from care or have left care.
- Service children: pupils who meet 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)
  - They have been registered as a 'service child' on a school census since 2016,
  - 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

For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil 2022/2023</b>	<b>PPG amount per pupil 2023/2024</b>
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£985	£1,035
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
<b>Service children</b>	<b>SPP amount per pupil 2022/2023</b>	<b>SPP amount per pupil 2023/2024</b>

Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335
--	------	------

#### **4. Objectives**

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents of pupils to collectively ensure pupils' success.

#### **5. How PPG is spent**

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- 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 whose provision furthers any benefit for pupils at the school.
- Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.
- The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:
  - High-quality teaching, such as staff professional development
  - Targeted academic support, such as tutoring
  - Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support
- Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.
- If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the

school carries PPG funding forwards, it continues to only spend the funding in line with the above criteria.

### **6. Long-term strategy for success**

We maximise use of the PPG by:

- Assigning a Pupil Premium Lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff, and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

We have adopted a long-term strategic plan, aligned to the wider SDP, which contains the following considerations:

- Challenges
- Outcomes
- Expenditure
- Teaching practice
- Targeted academic support
- Wider support strategies

We conduct lighter-touch annual reviews to inform and review the strategic plan.

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. We consult the EEF's Families of Schools Database to learn about effective practice in similar schools.

We focus on approaches that:

- 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 evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements.
- Support pupil transition through the stages of education, e.g. from primary to secondary.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes (metacognition) and help them to develop problem-solving strategies.
- Support high quality-first teaching.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

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 joined-up approach involving the pupil's social worker, carer, virtual school head (VSH), and other relevant professionals.
- A child-centred approach to assessment for learning.

### 7. **A tiered approach to PPG spending**

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

Ensuring effective teaching in every classroom is the priority for PPG spending. When designing our pupil premium strategy, we consider aspects such as:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. Where appropriate, we spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

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

- Mental health and wellbeing support through nurture groups
- Free daily breakfast club
- Provision of school uniform and a bookbag for PP children
- Provision of free school trips and extra-curricular visits for PP children
- Enrichment and after school clubs

- Holiday clubs

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

The LAC premium is managed by the LA's designated VSH.

The premium is used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine where appropriate to request LAC premium to support pupils' individual PEP targets.

PLAC premium is allocated directly to the school. 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.

### **9. Example interventions**

We may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Incorporate specific teaching of identified skills in after school clubs to target pupils who are below age-related expectations
- Creating additional teaching and learning opportunities using TAs/HLTAs
- Targeted English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

We may utilise the following teaching-focussed interventions:

- An ongoing cycle of CPD for staff
- Participation in local and national research projects focused on key challenge areas for our school

We may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Providing nurture and emotional wellbeing interventions such as Nurture Groups, ELSA, Nurture ABC, Lego Therapy
- Allocating funds to enable pupils to participate in extra-curricular activities and trips

We may utilise the following communication-focussed interventions:

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

We may utilise the following independence-focussed interventions:

- Opportunities to lead sessions

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

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.

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 in the last six years.
- 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, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. 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.

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

### **11. Accountability**

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed termly. The progress of pupils in receipt of the PPG is regularly discussed both between staff working with pupils and as part of pupil progress meetings.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. 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.

The school publishes its strategy for using the PPG on the school website by 31<sup>st</sup> December each year utilising the DfE template.

### **12. Reporting**

The Pupil Premium Lead and Head of School/Executive Headteacher report termly to the Governors and annually to parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the Pupil Premium Lead, Executive Headteacher/Head of School and the Governors. The EEF's DIY Evaluation Guide may be used to measure the impact of the school's spending.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

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.

### **13. Pupil Premium reviews**

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.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

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. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices. At the end of the review, the school has an improved strategy and plans to implement it.

**14. Overpayments**

The school repays any overpayment of the PPG.

**15. Monitoring and review**

The Pupil Premium Lead is responsible for reviewing this policy annually.