



# **Glenmere Community Primary School**

## **Pupil Premium Policy**

Last updated: May 2020

## **Contents:**

### Statement of intent

1. [Legal framework](#)
2. [PPG allocation rates](#)
3. [Objectives](#)
4. [Our strategy for success](#)
5. [Spending priorities](#)
6. [Use of the LAC and PLAC premiums](#)
7. [Potential interventions](#)
8. [Use of the service pupil premium](#)
9. [Accountability](#)
10. [Reporting](#)
11. [Pupil premium reviews](#)
12. [Overpayments](#)
13. [Monitoring and review](#)

### **Appendices**

- a) [Pupil premium reporting template](#)
- b) [Pupil Premium Review Self-Evaluation Form](#)

## Statement of intent

At the Owls academy trust we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (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, along with the procedures for ensuring the funding is allocated correctly.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

## 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'
- **[Updated]** ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- **[Updated]** 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:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£955
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 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/carers of pupils to collectively ensure pupils' success.

## **4. Our strategy for success**

- 4.1. We will maximise the use of PPG by:
  - Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funds can be identified within the school's budget.
  - Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
  - Assessing the individual provisions required for each pupil in receipt of PPG.

## **5. Spending priorities**

- 5.1. 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.
- 5.2. If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

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

- 6.1. The LAC premium is managed by the designated virtual school head (VSH).
- 6.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).
- 6.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

- 6.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.
- 6.5. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 6.6. The designated teacher will work with the VSH to ensure that all available funding is spent.
- 6.7. PLAC premium is allocated directly to the school.
- 6.8. 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.
- 6.9. The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine the best use of the funding.
- 6.10. The EEF's Families of Schools Database will be consulted to learn about effective practice in similar schools.
- 6.11. The school will 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/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
  - 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 process (metacognition) and help them to develop problem-solving strategies.
- 6.12. The school will 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 own 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, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

## **7. Potential interventions**

7.1. The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age-related expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age-related expectations.

## **8. Accountability**

- 8.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.
- 8.2. 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.
- 8.3. The school will publish its strategy for using the pupil premium on the school website.
- 8.4. 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

## **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
  - **[Updated]** 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. Reporting**

- 10.1. The headteacher will report annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.
- 10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the headteacher and the governing board.



- 10.3. Information regarding PPG spending will be published on the school website.
- 10.4. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.
- 10.5. This information will inform 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 pupil premium review to objectively review the pupil premium strategy and identify ways to use 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. The school may pay an additional cost for the brokerage service providing the reviewer.
- 11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

## **12. Overpayments**

- 12.1. The school will repay any overpayment of PPG by the LA.

## **13. Monitoring and review**

- 13.1. The headteacher will be responsible for reviewing this policy annually.
- 13.2. The next schedule review date is May 2020.

## 14. Pupil premium strategy statement

### 1.1 School overview

<b>Metric</b>	<b>Data</b>
School name	Click or tap here to enter text.
Pupils in school	Click or tap here to enter text.
Proportion of disadvantaged pupils	Click or tap here to enter text.
Pupil premium allocation this academic year	Click or tap here to enter text.
Academic year or years covered by statement	Click or tap here to enter text.
Publish date	Click or tap here to enter text.
Review date	Click or tap here to enter text.
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Click or tap here to enter text.
Governor lead	Click or tap here to enter text.

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

<b>Measure</b>	<b>Score</b>
Reading	Click or tap here to enter text.
Writing	Click or tap here to enter text.
Maths	Click or tap here to enter text.

### 1.3 Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	Click or tap here to enter text.
Achieving high standard at KS2	Click or tap here to enter text.
<b>Measure</b>	<b>Activity</b>
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

#### 1.4 Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Click or tap here to enter text.	Click or tap here to enter text.
Progress in Writing	Click or tap here to enter text.	Click or tap here to enter text.
Progress in Mathematics	Click or tap here to enter text.	Click or tap here to enter text.
Phonics	Click or tap here to enter text.	Click or tap here to enter text.
Other	Click or tap here to enter text.	Click or tap here to enter text.

1.5 Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

#### 1.6 Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

#### 1.7 Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

#### 1.8 Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Click or tap here to enter text.	Click or tap here to enter text.
Targeted support	Click or tap here to enter text.	Click or tap here to enter text.
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

#### 1.9 Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Example

## 15. Pupil premium strategy statement (Primary)

### 1.10 School overview

<b>Metric</b>	<b>Data</b>
School name	Primary School
Pupils in school	250
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£99,000
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Max Robinson
Pupil premium lead	Stuart Mills
Governor lead	Jane Cox

### 1.11 Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	-0.5
Writing	-0.2
Maths	-2.8

### 1.12 Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	49%
Achieving high standard at KS2	8%

### 1.13 Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively

Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£47,000

#### 1.14 Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our <a href="#">Family of Schools</a> : (X.X)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

#### 1.15 Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£47,000

### 1.16 Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£25,000

### 1.17 Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Creating and embedding a Magic Breakfast club
Priority 2	Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,000

### 1.18 Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

### 1.19 Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.

