

Review Cycle	Annually
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Adopted	March 2023
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Pupil Premium Policy

Introduction

This policy aims to provide a framework for how Pupil Premium funding will be spent to secure maximum impact in raising attainment for pupils vulnerable to underachievement. The policy draws upon a range of expertise and best practice evidence in what works to narrow gaps in attainments.

Pupil Premium and narrowing gaps in attainment

Pupil Premium funding is in addition to the main school funding. It is given to schools to address the current underlying inequalities between children who are eligible for this additional funding and their peers. Children who receive this funding are those:

- Disadvantaged, in that they have been eligible for free school meals (FSM) in any of the previous 6 years (Ever 6)
- Looked-after children (LAC) and those adopted from care or who leave care under a special guardianship order or child arrangements order (formally known as a residence order). These are collectively referred to as post-LAC in these conditions of grant
- Service children (Ever 6 service child), in that they have been eligible for the service child premium in the specified time period.

National research shows that children who have been eligible for the Pupil Premium have consistently lower educational attainment and progress than those who have never been eligible.

Pupils at secondary school are also less likely to be registered for Free School Meals even when they are eligible and so are more likely to be picked up by the “ever 6” criteria. This ensures that any child that has been registered for Free School Meals (FSM) in the past six years receives Pupil Premium funding. It is also worth noting that many pupils claiming FSM will also fall into other groups vulnerable to underachievement.

The Government has recognised that looked after children face additional barriers to reaching their potential and therefore these pupils will also receive a premium. In the funding arrangements, some Pupil Premium funding is also available for the children of armed services personnel. Service children, many of whose parents are risking their lives for their country, face unique challenges and stresses. The Service Premium is used to provide additional pastoral support for eligible pupils.

We know that good teaching is key to narrowing gaps in attainment and progress. To improve outcomes for learners vulnerable to under achievement, the most effective schools (including Litcham School), develop personalised provision linked to:

- Good specialist teaching
- Effective planning
- Good day-to-day assessment
- Appropriate and timely intervention.

Many interventions can support the narrowing of gaps in attainment and progress. There is however a growing body of evidence that suggests that pupils vulnerable to underachievement need more time with qualified specialist teachers for targeted interventions. Consequently, the school has invested a significant proportion of Pupil Premium funding into providing this additional specialist staffing.

Eligibility for Pupil Premium

Pupil Premium has been allocated to school and is clearly identifiable in the school budget. It is for school to decide how the Pupil Premium is spent, “since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (DfE 2012)

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils.

The pupil premium per pupil amounts for 2022-23 are:

Disadvantaged pupils	Primary	Secondary	
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	25		25 x 1385 = 34625
Pupils in years 7 to 11 recorded as Ever 6 FSM		129	129 x 985 = 127065
Service children			
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	4	5	9 x 310 = 2790

Eligibility

1. Ever 6 FSM

The pupil premium for 2022 to 2023 will include pupils recorded in the January 2022 school census who have had a recorded period of FSM eligibility since May 2016, as well as those first recorded as eligible at January 2022.

2. Children adopted from care or who have left care

The pupil premium for 2022 to 2023 will include pupils recorded in the January 2022 school census and alternative provision census, 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 (previously known as a residence order). These are collectively referred to as post-LAC.

3. Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2022 school census who was eligible for the service child premium since the January 2017 census as well as those recorded as a service child for the first time on the January 2022 school census.

At Litcham School, funding is allocated according to need and in the following priority order, taking into account individual circumstances:

- 1 Looked After Children in receipt of FSM
- 2 Looked After Children or post Looked After Children
- 3 Children of families currently in receipt of FSM
- 4 Children of families who have previously been eligible for FSM (Ever 6)
- 5 Ever 6 Service children.

How are we accountable for the Pupil Premium?

“The Pupil Premium for disadvantaged pupils will provide additional funding specifically linked to disadvantaged pupils, with the primary objective of boosting their attainment... We will expect schools to account to parents for how it is used.” (Page 81, White Paper 2010)

Measures are included in the national performance tables that capture the achievement of those pupils covered by the Pupil Premium. Ofsted will also look at the performance of pupils vulnerable to under achievement as part of the inspection process.

From September 2012, we have been required to publish online information about how we have used the Pupil Premium and its impact on attainment. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Pupil Premium.

The most effective schools know that to maximise pupil progress strong assessment and progress tracking procedures are essential. These same principles apply when measuring the impact of the interventions employed through the use of the Pupil Premium. From 2018, teaching staff routinely mark the work of pupils eligible for the Pupil Premium first.

The intelligent use of tracking data enables schools to identify under-performing pupils and to then target intervention and support to promote accelerate progress towards age-related expectations.

The interventions funded by the Pupil Premium are part of the school's overall plans to support these pupils through Quality First teaching, intervention and provision mapping to ensure the best use of the school's resources.

Closing the FSM claim gap

There is a concern that there is a gap between those pupils entitled to free school meals and those that actually claim. This view is supported by national evidence. National data shows that between three to five per cent of school children could be missing out on this additional funding. Current government estimates suggest that between around 200,000 to 350,000 children in England are eligible but their families do not claim. The same government data also suggests that families in the East Midlands, South East and East of England may be less likely to register their children for FSM, even when they are entitled to them.

The main barriers to educational achievement for pupils eligible for the Pupil Premium

We have identified the following as key barriers to be addressed:

- Prior underachievement
- Lack of early identification in Reception / Y1, particularly with the introduction of universal free meals
- Aspiration
- Attendance
- Pupil Mobility, particularly frequent school changes at primary phase

- Life experience, particularly experience of cultural visits
- Lack of finance, particularly for revision materials, visits, residential visits and extra-curricular activities
- Lack of access to technology and the internet, particularly in the current COVID-19 pandemic.

Interventions that make a difference

Carefully managed and evaluated strategies have been proven to have the greatest impact and we have based our intervention strategies on good evidence, including evidence from Ofsted (The Pupil Premium: How schools are spending the funding to maximise achievement) and the Education Endowment Foundation Pupil Premium Support Resource for Schools <https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>

These strategies include:

- Overstaffing to enable a range of targeted intervention to be deployed
- A range of out-of-lesson support; both in identified groups and individually
- A range of carefully tailored wave 2 and 3 interventions, including small group withdrawal, one to one withdrawal and one to one tuition
- Mentoring systems
- Subject-specific additional sessions provided at lunchtime and after school. These include carefully balanced and focused intervention including mentoring, use of one to one tuition and revision sessions
- Provision of highly effective remote learning, including live teaching.

Use of the Pupil Premium to raise the attainment of looked after children

Looked after children (LAC) represent the full range of ability and achievement in the pupil population. They are, nevertheless, a vulnerable group and Governing Bodies must act under statutory guidance as follows:

1. Statutory framework:

- From 1 September 2009 the Governing Bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll. At Litcham School, this is John Cunningham

2. The Local Governing Body:

- Must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act)
- Must consider an annual report from the designated teacher which contains the information regarding the progress of looked after children in the school. The Governing Body and school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.

The role of the designated teacher within the school is to:

- take the lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

("The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies," DCSF, 2009).

Evidence from one to one tuition programmes is that rapid progress has been made for Looked After Children even when the need for recovery was less apparent. We therefore use the Pupil Premium to pay for one to one tuition for Looked after Children regardless of apparent ability or current achievement.

We have concentrated our spending on breaking down the main barriers to pupils accessing the curriculum.

In order that we know where basic skills gaps exist among eligible pupils as soon as they arrive, we use a range of baseline assessments including the analysis of Key Stage 2 tests.

We have employed specialist additional teachers with a good track record of working with disadvantaged pupils to help close these gaps and have timetabled staff so that teachers with appropriate skills are deployed to help close these gaps. This includes additional sessions at lunchtime.

In addition, we have appointed a LAC advocate with significant experience of working with Looked After Children through the Virtual School. They directly work on a one to one basis with all Looked After Children and co-ordinate our provision.

Closing Gaps Key Areas

1. Data tracking that identifies gaps: Data tracking is used rigorously across the school to identify all underachieving pupils. Interventions are based on underperformance and other factors that contribute to underperformance, for example, attendance, behaviour, or factors outside of school

2. Pupils eligible for free school meals have a high profile across the school

3. Tutoring:

- Ensures the availability of advice and personal support
- Leads to improved knowledge of the individual pupils and their needs so that staff can make insightful requests for specific funding from Pupil Premium funding that the school has set aside to provide tailored additional support.

4. Effective teaching and learning: All staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for improving teaching and learning across the school. Staff training has been focused on this core area accordingly. In addition, all staff have received professional development around how to improve the educational outcomes of pupils eligible for the Pupil Premium.

5. Strong Careers Education, Information, Advice and Guidance (IAG): To ensure that disadvantaged pupils can make informed decisions about their courses and choices and be well prepared for their future lives beyond 16, the school offers very high quality IAG that meets the Gatsby benchmarks. In addition, disadvantaged pupils are entitled to:

- At least one work experience placement
- One-to-one guidance interviews from Beacon East
- Mock interviews
- A careers fair
- Post-16 information sessions.

6. Literacy support: The development of good literacy skills is a whole school focus. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning. The Accelerated Reader programme has been successfully introduced across Years 5-8, to raise literacy skills and narrow gaps for disadvantaged pupils.

7. Targeted support: Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Curriculum areas take responsibility for determining the additional resources that pupils need in order to achieve well. This always includes access to published revision materials. In addition, Lego Therapy is utilised for individual pupils at our primary phase.

8. The full range of educational experiences: Support is given to ensure that all pupils have access to broad educational experiences, including residential courses, competing in sporting events and enrichment events. The school heavily subsidises access to music tuition and educational visits.

9. Good attendance: Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

10. Good facilities for supported self-study: Pupils are provided with additional school provision to enable supported self-study at lunchtime and after school in Room 7 and the library. Computer equipment and adult support are provided.

11. Access to high quality support for parents: The school has access to a Parent Support Advisor to provide high quality advice and support, as well as parenting classes. In addition, all parents or carers of pupils eligible for the Pupil Premium are contacted individually prior to any school meeting or event, to ensure that parental engagement is as high as possible.

Key principles that have been adopted

Leadership

1. Paul Clark (Assistant Headteacher) has overall responsibility for the implementation of this policy and outcomes for pupils who are eligible for the Pupil Premium.
2. We have also two Pupil Premium Co-ordinators, Amy Sims and Stina Thorarinsson, to coordinate our approach for pupils at the Secondary Phase.

Funding

1. A designated senior leader has a clear overview of how the funding is allocated and the difference it makes to the outcomes for pupils. This is Paul Clark (Assistant Headteacher).
2. The focus of spending is focused on supporting disadvantaged pupils to achieve the highest levels possible.
3. Careful monitoring and evaluation is in place, to demonstrate the impact of each aspect of spending on the outcomes for pupils.

Programmes

1. Programmes draw on research evidence, including The Education Endowment Foundation Toolkit, to ensure that funding is allocated to the activities that are most likely to have an impact on improving achievement.
2. Any programmes are based on an analysis of which pupils are underachieving, particularly in English and Mathematics, and why.
3. A broad knowledge of pupils and their families is used to identify potential barriers to individual pupils attaining their goals. Every Pupil Premium family is contacted and their needs assessed.
4. Achievement tracking data is used frequently to check whether programmes are working so that adjustments can be made accordingly, rather than using the data retrospectively to see if something has worked.
5. The school provides well-targeted support to improve attendance, behaviour and links with families where these are barriers to a pupil's learning.

Teaching and Learning

1. A pupils' eligibility for the Pupil Premium must never be confused with having low ability.
2. The whole school focus on ensuring that all day-to-day teaching meets the needs of each learner will be maintained, to ensure that interventions do not compensate for teaching that is less than good.
3. There must be a systematic focus on giving pupils clear, useful feedback about their work, and how they could improve it.

Professional Development

1. Support staff, particularly Classroom Assistants, must be highly trained and understand their role in helping pupils achieve.
2. Staff should know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
3. A clear and robust performance management system is in place for all teaching staff. Going forward, this will include discussions about pupils eligible for the Pupil Premium in performance management meetings.

Governors

1. Governors are involved in setting the strategic direction, decision making and the monitoring and evaluation process. There is a named Governor with oversight for the Pupil Premium and this is currently

Monitoring and evaluation of the impact of spending

We use a wide evidence base to monitor and evaluate the impact of spending, including:

- Data
- Scrutiny of pupils' work
- Attendance
- Behaviour
- ATL scores
- Observations
- Pupils' views through questionnaires and interview
- Staff views.