



Pupil Premium Policy

Policy Approved	November 2023
Review Date	September 2024
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Vision and Values

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are:

Friendship
Thankfulness
Hope
Unity
Compassion
Forgiveness
Justice
Endurance
Trust

At Hoole Church of England Primary School, we aim to help children become:

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

Aims

Every child at Hoole CE Primary School has an equal entitlement to develop and achieve their full potential, regardless of background. The targeted and strategic use of Pupil Premium funding will support us in achieving this aim in a range of ways:

- Assuring the best possible delivery of learning experiences in the classroom.
- Developing a range of group and individual interventions designed to support those with identified needs.
- Offering a rich and varied selection of activities designed to engage and motivate pupils, raising their aspiration and creating a positive view of learning.

Legal framework

This policy has due regard to all relevant legislation and statutory 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'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- LAC Policy
- Pupil Premium Report and Impact Statement
- School Development Plan

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 headteacher 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 Impact Statement.

The headteacher 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 Impact Statement, as required.
- 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 school's Records Management Policy.

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 headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- 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 headteacher 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 headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

Principles

We are committed to using Pupil Premium funding effectively to ensure maximum benefit to the children of Hoole CE Primary School.

- To ensure that teaching and learning opportunities meet the needs of all of the pupils;
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the past 6 years) are socially disadvantaged;
- To specifically track and monitor the progress, attendance and support provided to all of our children entitled to Pupil Premium funding;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals from our tracking.

Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM' or FSME6). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs:

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

As a school we are accountable for the use of this additional funding. The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

Pupil Premium Plus

Pupil Premium Plus (PP+) provides funding for children who have been looked after continuously for more than one day, pupils that have been adopted and the children of service personnel. As PP+ is ring-fenced for these pupils, the Inclusion Leader liaises with teaching staff, children, parents/carers and external agencies, if appropriate, to discuss how this funding will be spent.

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:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
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
Service children	SPP amount per pupil	
	2022/2023	2023/2024
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

The school will receive its PPG funding from the LA.

Allocations for 2023/2024 will be based on the October 2023 census.

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 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 forward, it continues to only spend the funding in line with the above criteria.

Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school will adopt a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school will maximise the 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.

The school will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school will consult the EEF's Families of Schools Database to learn about effective practice in similar schools. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- 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, e.g. via pupil's personal education plans (PEPs).

- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' 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.

A tiered approach to PPG spending

The school will 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. To achieve this, the school will spend the PPG in the following ways:

- 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. The school will 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. The school will spend the PPG on the following wider strategies:

- Behaviour support
- Extra curricular or enrichment opportunities
- Attendance interventions

Use of the LAC and PLAC premiums

The LAC premium will be managed by the LA's designated Virtual School Headteacher (VSH).

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

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will 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. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as 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.

Reporting

It will be the responsibility of the Deputy Headteacher and Inclusion Leader to report regularly to Board of Governors on:

- The progress made towards maximising opportunity and supporting attainment for socially disadvantaged pupils;
- An outline of the provision in place for pupils;
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by pupils receiving a particular provision.

Use of the service pupil premium (SPP)

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

Pupils will 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 will 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 will not use the SPP to subsidise routine school activities.

Accountability

Individual targets will be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. These will be discussed and reviewed as part of the pupil progress meetings..

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school will be 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 will publish its strategy statement for using the PPG on the school website by the 31 December utilising the DfE template.

The school will use its recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

The school will publish the updated PPG strategy annually, in line with its statutory duties.

Policy Review

To be reviewed at least annually, in line with alterations to recommendations and requirements from the Department for Education.