



William Gilbert Endowed Primary School and Nursery

Pupil Premium Policy 2022/2023

Version 2

Date reviewed – October 2022

WGES Good Practice Policy

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Statement of intent

At William Gilbert Primary and Nursery School, we believe that the highest possible standards can only be achieved by having the highest aspirations for **all** learners. Our curriculum intention is to provide **all** William Gilbert pupils with memorable, engaging learning experiences that transcend cultural boundaries to empower and equip them for today and the future. Our rich and progressive curriculum enables all pupils to fulfil their own aspirational potential regardless of their starting point. Our curriculum is designed to: ***develop and build on knowledge and skills, develop character, inspire confident, robust advocates for the future and promote respect and develop conscience***. We value the preciousness of each individual so that every child understands their inherent worth as well as the worth of others and is equipped and empowered to live life in all its fullness.

When making decisions about how to use the pupil premium grant to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated. The funding is then allocated with the aim of making maximum impact in the school, supporting our vision 'Through Faith, Hope and Love we learn together'. Every decision made has the child at the heart of it. An analysis of our school context shows that although pupil premium does represent a need to improve attainment of some of our disadvantaged pupils, not all disadvantaged pupils are underachieving in attainment. Therefore, our focus is to fulfil the highest aspirations in progress to achieve their full potential both academically and personally; the opportunity 'to experience life in all its fullness' (John 10:10). Our focus is in developing the whole child so that they become well-rounded individuals, preparing them for the next stage in their education.

Our pupil premium strategy is rooted in our whole-school ethos and, is aligned with our wider school improvement plan. We know that if you provide high-quality teaching that is effective for disadvantaged learners, then you are providing effective teaching for all (this is accessible on our school website).

The Pupil Premium Grant 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 Looked After Children and Adopted Children
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG, and the procedures for ensuring the funding is allocated correctly.

Signed by:

Pupil Premium Lead Date:

Chair of governors Date:

1. 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 (2021) '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 Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Protected Characteristics
- LAC Policy
- Whole-school Website Policy
- Pupil Premium Strategy Statement Review
- School Development 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 headteacher and pupil premium lead 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 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 Strategy Statement Review, 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 GDPR Data Protection 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 Strategy Statement 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 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.
- Provide opportunities for PP pupils to share their voice, and monitor the effectiveness of the funding, through their own experiences.

3. PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded as eligible for FSM, or have been recorded as eligible at any point in the last six years. This includes eligible children of families who have no recourse to public funds. In the October 2021 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2020.
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded as in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **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)
 - 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 financial year PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM'	£1,385
LAC as defined in the Children Act 1989 – children who are in the care of, or provided 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 or a child arrangements order	£2,410
Service children	SPP amount per pupil
Any pupil in Reception to Year 6 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320

The school will receive its PPG funding directly from ESFA.

Allocations will be based on the October 2021 census.

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 between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5. How PPG is spent

Under the ESFA's terms of the PPG, the school only spends the funding 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 whose provision furthers any benefit for pupils at the school

In line with government guidance, the school does not need to spend the PPG so it solely benefits pupils eligible for the grant. The school will use the PPG to support other pupils with identified needs where appropriate.

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.

6. Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted 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 maximises 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 conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Strategy Statement.

The school explores 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 consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses 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) and individual education plans (IEPs).
- Support pupils' transitions through the stages of education, e.g. including transitions from each class through to 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 also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries and high expectations.
- 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

The school operates 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

THE PUPIL PREMIUM TIERED MODEL



Tier 1: Continuous Professional Development to improve the quality of teaching

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

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

Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust's report 'Developing Great Teaching' and the Department for Education 'Standards for teachers' professional development') underline the importance of having sequential CPD opportunities, which are planned through needs of the school. The culture of improvement is planned through the Derby Diocesan Academy Trust where pupil premium leaders network to maximise knowledge, skills and wisdom including sharing good practice of provision and interventions to support raising standards.

Tier 2: Targeting support for disadvantaged pupils through research based evidence

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.

The [EEF Guide to the Pupil Premium](#) April 2022, support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. This will enable staff to facilitate additional provision including:

- Precision teaching to enhance language development
- Personalised interventions
- Small group tuition
- 1:1 support
- Nurture Group

Tier 3: Supporting whole school strategies (linked to our school action plan)

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support

8. Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated VSH, Rachel Sammells-Moore.

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 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 how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not 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.

9. Interventions

We may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work with class teachers to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using experienced TAs and teachers

- Targeting English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations
- Targeting pupils who require support to make progress towards their targeted goals to ensure they reach their full potential.
- Providing a nurture group to support their mental, social and emotional need.

We may utilise the following teaching focussed interventions:

- Opportunities for CPD for staff eg: precision teaching
- Teaching development programmes delivered by external experts

We may utilise the following wellbeing focussed interventions:

- One-to-one nurture sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities
- Enrichment opportunities such as school trips, author visits, residential

We may utilise the following communication focussed interventions:

- SALT Specialist support
- Vocabulary interventions for pupils with poor oral language and communication skills eg: NELI
- Support for pupils to access a range of offsite trips and experiences

We may utilise the following independence focussed interventions:

- Life skills opportunities eg: visiting the shops and buying ingredients to cook, posting a letter, travelling on a bus.
- Opportunities to lead worships

10. Use of the service pupil premium (SPP)

The school uses the SPP 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 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

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).
- 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 at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

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 statement for using the PPG on the school website by the 31 December 2022 utilising the DDAT template.

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

12. Reporting

The Pupil Premium Lead reports annually to the governing board and 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 headteacher, Pupil Premium Lead and the governing board.

School report the progress using the DDAT perfoma, Pupil Premium Strategy Statement Review, which is 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. This may include working in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

In advance of the review, the school will review the Pupil Premium Strategy Statement and amend according to the pupil's needs. This will be reflected in the pupil's PEP.

At the end of the review, the school has an improved strategy and plans to implement it. The pupil will have a PEP, Personal Education Plan, to support their progress. This strategy and these plans are shared with all relevant stakeholders.

14. Overpayments

The school repays any overpayment of the PPG.

15. Monitoring and review

The headteacher, pupil premium lead and School Business Manager are responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is October 2023.

