

# **MONKTON INFANTS SCHOOL**



# **PUPIL PREMIUM POLICY**

**(Inc. Addendum: Recovery Premium)**

# PUPIL PREMIUM POLICY

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## *STATEMENT OF INTENT*

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At Monkton Infants, 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 two separate policies:

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

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

## *LEGAL FRAMEWORK*

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**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 2023 to 2024'
- DfE (2018) 'Promoting the Education of Looked-after children and Previously Looked-after Children'
- 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 Pupil Premium'

**This policy operates in conjunction with the following school policies and documents:**

- Equality Information and Objectives Policy
- Whole-school Website Policy
- School Improvement Plan

## *ROLES AND RESPONSIBILITIES*

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**The Board of Governors 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).

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- 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 Improvement Plan.
- Scrutinising the school's plans for, and use of, its Pupil Premium funding, including reading and reviewing the school's Pupil Premium 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 Board of Governors to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider School Improvement Plan.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Formulating the Pupil Premium Strategy Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Ensuring the school publishes its Pupil Premium Strategy 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.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Implementing suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- Conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

## ***PUPIL PREMIUM GRANT ALLOCATION***

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

- **FSM:** pupils recorded in the October 2022 census who have had a recorded period of Free School Meal eligibility at any point in the last 6 years
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** Are Looked-After-Children (LAC) in the care of the Local Authority or are previously Looked-After before leaving Local Authority care.
- **Service children:** pupils recorded in the October school census who have been eligible for the service child premium

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For the financial year 2023 to 2024, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 2 who are recorded as ‘ FSM’, including those who are eligible NRPF pupils	£1, 455
LAC/ PLAC as defined in the Children Act 1989 – children who are/ were in the care of an English LA	£2,530
<b>Service children</b>	<b>SPP amount per pupil</b>
Any pupil in Reception to Year 2 recorded as a ‘service child’	£335

The school will receive its PPG funding directly from ESFA.

Allocations for 2023/2024 will be based on the October 2022 census.

### ***OBJECTIVES***

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**The school has the following objectives with regards to its use of the Pupil Premium Grant:**

- To provide additional educational support to raise the achievement of pupils in receipt of the Pupil Premium Grant
- 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 Pupil Premium Grant reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils

### ***HOW THE PUPIL PREMIUM GRANT IS SPENT***

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Under the ESFA’s terms of the Pupil Premium Grant, 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
- 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

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- 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 Pupil Premium Grant 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***

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**The school has a long-term strategy to ensure it maximises the use of Pupil Premium Grant funding. As part of its strategy, the school maximises the use of the Pupil Premium Grant by:**

- Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium Grant recipients and ensure the implementation of this policy.
- Ensuring Pupil Premium Grant funding and spending can be identified within the school's budget.
- Assessing the individual provisions required for each pupil in receipt of the Pupil Premium Grant.
- The school explores evidence-based summaries of Pupil Premium Grant use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school makes decisions about Pupil Premium Grant spending that demonstrably illustrates its use of evidence-based research.

**When researching and implementing Pupil Premium Grant use, the school focuses on approaches that:**

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support
- 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).
- 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.

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- 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 (Looked After children)
- A child-centred approach to assessment for learning.

### ***A TIERED APPROACH TO PPG SPENDING***

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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

### ***USE OF THE LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED AFTER CHILDREN (PLAC) PREMIUMS***

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- The LAC premium is managed by the LA's designated Virtual School Head (VSH).
- The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 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.

### ***EXAMPLE INTERVENTIONS***

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**The school may utilise the following achievement-focussed interventions:**

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

**The school 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

## ***USE OF THE SERVICE PUPIL PREMIUM (SPP)***

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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 in the last 6 years (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, 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***

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- Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed at the end of each term. The progress of pupils in receipt of the PPG is regularly discussed with classteachers.
- 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 Pupil Premium-eligible cohort.
- The school will publish its Strategy Statement for using the Pupil Premium Grant on the school website by 31<sup>st</sup> December, using 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.

## ***REPORTING***

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- The Headteacher reports annually to the Board of Governors regarding how effective Pupil Premium Grant 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 and the Board of Governors.
- 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.

## ***PUPIL PREMIUM REVIEWS***

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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.

<b><u>FUNDING INFORMATION</u></b>	
<b>Financial year</b>	2023/2024
<b>Total number of pupils on roll</b>	104
<b>Total number of pupils eligible for PPG</b>	76
<b>Total PPG received: <i>based on 2022 census</i></b>	£96,030
<b>Number of pupils eligible for LAC and PLAC premium</b>	0
<b>Total LAC and PLAC premium received</b>	0
<b>Number of pupils eligible for SSP</b>	0
<b>Total SSP received</b>	0
<b>Total Pupil Premium Grant</b>	£96,030



***PUPIL PREMIUM GRANT SPENDING 2023 – 2024***

<b><u>Strategy / Area</u></b>	<b><u>Approximate Cost</u></b>
<p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>Continued employment of an additional Classteacher to increase staff to pupil ratio</li> <li>One-to-one Tuition - 1 x TA to support targeted pupils</li> <li>One-to-One Tuition - 1 x HLTA Time to deliver specific interventions to targeted pupils / provide classroom support</li> </ul>	<p>£40,200</p> <p>£20,902.60</p> <p>£24,980.82</p> <p><b>Total: £86,083.42</b></p>
<p><b><u>Learning</u></b></p> <ul style="list-style-type: none"> <li>Writing interventions and resources, including staff CPD training, to address the gap in the attainment of disadvantaged pupils</li> <li>Reading interventions and resources</li> </ul> <p><b><u>EYFS</u></b></p> <ul style="list-style-type: none"> <li>Speech and Language resources to enhance language development</li> <li>Outdoor / physical resources to enhance development / investigative skills</li> </ul>	<p>£2,500 Training and Resources</p> <p>£2,000 Resources</p> <p><b>Total:£4,500</b></p>
<p><b><u>Welfare</u></b></p> <ul style="list-style-type: none"> <li>Provision of Reading Book Bags &amp; PE bags</li> </ul>	<p><b>£500</b></p>
<p><b><u>Extending School Time</u></b></p> <ul style="list-style-type: none"> <li>After-School Clubs to support learning experiences</li> </ul>	<p><b>£500</b></p>
<p><b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>Family Workshops - to actively involve parents/carers in supporting their children's learning at school, Early Reading / Maths based.</li> <li>Family Evenings, each year groups – to include a story and related activities, to increase parental involvement in school / learning</li> </ul>	<p>£1,500 Resources</p> <p>£1,500 Resources and Staffing</p> <p><b>Total: £3,000</b></p>
<p><b><u>Educational Visits / Visitors</u></b></p> <ul style="list-style-type: none"> <li>To provide enrichment activities and to enhance curriculum provision</li> </ul>	<p><b>£1,446.58</b></p>
<p><b>TOTAL</b></p>	<p><b>£96,030</b></p>

# ADDENDUM TO PUPIL PREMIUM POLICY

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## ***THE RECOVERY PREMIUM***

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In February 2021, the Government announced a Recovery Premium as part of its package of funding to support education recovery.

The Recovery Premium has provided additional funding to schools each academic year, and will continue in 2023 – 2024, it is intended to help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

### **Eligibility:**

The Recovery Premium will be allocated using the same data as the Pupil Premium. This means the following pupils will attract recovery premium funding:

- Pupils who are eligible for free school meals (FSM)
- Children who are looked after by the Local Authority (LAC)
- Children who have been previously looked after by the Local Authority (PLAC)

### **Funding Allocation:**

School allocations are on a per pupil basis

- £145 for each eligible pupil in mainstream education

### **Payment Schedule:**

The Recovery Premium will be paid in 4 payments during the 2023-24 academic year, payments will be made:

- **£2,429** paid October 2023 based on Pupil Premium data - October 2022 census
- **£2,429** to be paid January 2024
- **£2,429** to be paid April 2024
- A final allocation based on Pupil Premium data – October 2023 census will be paid July 2024
- **Total allocation:** £9,715 approximately

The 2023-24 Recovery Premium must be spent during this academic year; it cannot be carried forward.

### **Using Recovery Premium Funding:**

Schools must spend this premium on evidence-based approaches to supporting pupils, in accordance with the Education Endowment Foundation's Pupil Premium Guide, activities should include those that:

- Support the quality of teaching, such as staff professional development
- Provide targeted academic support

## **Monkton Infants School**

- Deal with non-academic barriers to success in school, such as attendance, behaviour and social/ emotional support

Like the Pupil Premium, schools can:

- Spend the Recovery Premium on a wider cohort of pupils than those who attract the funding
- Direct Recovery Premium spending where they think the need is greatest

### **Reporting & Accountability:**

Schools must show how they are using their Recovery Premium effectively:

- By reporting on the use of the Recovery Premium as part of the Pupil Premium strategy statement
- Through any inspections by Ofsted