



PUPIL PREMIUM POLICY



Signed _____ (Headteacher) Date _____

Signed _____ (Chair of Governors) Date _____

January 2022

Date of next review: January 2023

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Statement of intent

At Holy Cross Primary CVA, 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.

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

1. Legal framework

1.1. 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
- DfE (2020) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- DfE (2021) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

2.1. For the academic year 2021-2022, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
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 order, a child arrangement 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
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Pupil premium for 2022 to 2023

Funding rates for the pupil premium in the financial year 2022 to 2023 will increase in line with the latest inflation forecasts. Rates for 2022 to 2023 will be:

Primary FSM6 pupils: £1,385

Looked-after children: £2,410

Children who have ceased to be looked-after: £2,410

Service children: £320

The DfE will publish pupil premium allocations and conditions of grant for 2022 to 2023 in spring 2022.

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. This will be a member of the Senior Management Team.
 - 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.
- 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. Use of the service pupil premium (SPP)

- 8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.
- 8.2. The school will not combine the SPP with any other form of PPG.
- 8.3. SPP spending will be accounted for separately to any other form of PPG.
- 8.4. 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 parents, such as introducing a 'Skype time club'.
 - Helping pupils to develop scrapbooks and diaries that can be shown to parents 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.
- 8.5. The school will not use SPP to subsidise routine school activities.

9. Accountability

- 9.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.
- 9.2. 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.
- 9.3. The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

- 10.1. The headteacher will report annually to the local governing body and parents/carers regarding how effective PPG spending has been and what impact has been made. This annual report will be completed alongside the Pupil Premium Leader.

- 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, Pupil Premium Leader and the local governing body.
- 10.3. The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of our spending.
- 10.4. Information regarding PPG spending will be published on the school website.
- 10.5. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.
- 10.6. 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.

13. Monitoring and review

13.1. The Headteacher and Pupil Premium Leader will be responsible for reviewing this policy annually.

Appendix A

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>
2	
3	
4	
5	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix B

Evidencing the impact of the Pupil Premium spending

Approach
Arts/Drama/Music Participation

Evidence
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

Assessment and Feedback

Assessment and Feedback
EEF - Teacher Feedback to Improve Pupil Learning
Hattie: Develop tools to provide feedback to teachers that shapes learning rather than just measuring.
Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF Diagnostic_Assessment_Tool.pdf
(educationendowmentfoundation.org.uk)

Attendance

<https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance>

Behaviour	Improving School Attendance Behaviour interventions EEF (educationendowmentfoundation.org.uk)
Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast
Curriculum Design	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design
Digital Technology	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)
Emotional Health and Well-being	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/guidance/senior-mental-health-lead-training
Enrichment Opportunities	EEF Tiered approach https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/
Learning Clubs/ After School Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity
Mastery Learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning
Maths	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) EEF - Improving Mathematics in the Early Years and Key Stage 1
Mental Model/ Cognitive Load	Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)
NELI	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention

Oral Language Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
Parental Engagement	What works database (ican.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
Parental Support to Improve Literacy Phonics	https://www.nfer.ac.uk/media/2064/oupp02.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/
Reading	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project
Self-regulation	https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf EEF - Metacognition and self-regulation EEF - Self-regulation strategies
Teaching Assistant Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions
Tuition	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF
Working Memory	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory