



Bretherton Endowed Pupil Premium Policy

(and includes appendix for Looked After Pupils Policy

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Introduction

Bretherton Endowed C of E Primary School mission statement is

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

and this underpins our targeted and strategic use of Pupil Premium through this policy.

At Bretherton Endowed CE Primary School, 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.

This policy should be read in conjunction with our Behaviour for learning policy, Admissions, Single Equalities Policy, Teaching and Learning Policy, SEND policy and Child Protection

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- **[New]** UK General Data Protection Regulation (UK GDPR)
- **[New]** Data Protection Act 2018
- **[New]** The School Information (England) Regulations 2008
- **[Updated]** ESFA (2021) ‘Pupil premium: allocations and conditions of grant 2021 to 2022’
- DfE (2018) ‘Promoting the education of looked-after children and previously looked-after children’
- DfE (2021) ‘What maintained schools must publish online’
- 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 and documents:

- Equality Information and Objectives Policy
- LAC Policy inc in this policy
- Pupil Premium Impact Statement
- 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 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.

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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.

3.PPG allocation

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

- **Ever 6 FSM:** pupils recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020
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:** pupils recorded in the October 2020 census who are 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.
- **Ever 6 service children:** pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census
For the financial year 2021 to 2022, grant allocations are unchanged, and therefore, are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£1,345
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided 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 guardianship order or a child arrangements order	£2,345
Service children	SPP 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

The school will receive its PPG funding from the LA.

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
- To support the family where financial challenges may impact on a child's education (within the remit of Governmnet recommendations)

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

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 Impact 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:

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- 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 (IEP's).
- 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 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.
- 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

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
- Keyworkers
- Supporting social and emotional aspects of learning and emotional literacy

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends 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 spends the PPG on the following wider strategies:

- Behaviour support
- Support for technology if appropriate
- The enrichment of sports, clubs and culture
- Support for families with core educational expectations such as school shoes, uniform.

8. Use of the LAC and PLAC premiums

The LAC premium is 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 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. Example interventions

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
- Use of technology to prevent barriers to learning

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers
- Support through Cluster schools and specialists

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Educational Psychologists/ Behaviour consultants
- External professionals for mental health and wellbeing
- Allocating funds to enable pupils to participate in extra-curricular activities

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

The school may utilise the following independence-focussed interventions:

- Opportunities to lead sessions

- School pupil voice group opportunities

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), 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 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 for using the PPG on the school website.

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

The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools’ individual performance tables page, on the school website.

12. Reporting

The headteacher discusses termly and 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 and the governing board.

The EEF’s [DIY Evaluation Guide](#) 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.

Documentation

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- may be mentioned in our school development plan, self evaluation review, the school prospectus and newsletters and parent evenings as well as minutes from Governor, staff and senior leadership meetings.

12.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. If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

13.Overpayments

The school repays any overpayment of the PPG.

14. Monitoring and review

The headteacher and SLT 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 April 2022

Documentation

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Concerns regarding Pupil Premium provision

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- Initial concerns may be reported to class teacher or SENCO
- If the concern is not resolved, an outline of the concern should be made to the Head teacher
- If the action taken by the Head teacher doesn't resolve the concern, the complaint should be taken to the Governing Body.
- If unable to be resolved, the complaint should be made to the Local Authority.

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

www.brethertonschool.org.uk

Appendix 1- specific focus on Looked After Pupils

In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate. This policy is compliant with section 89 of the Education and Inspections Act 2006.

INTRODUCTION

The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_lookedafter_and_previously_looked-after_children.pdf (DfE February 2018)

The governing body of Bretherton Endowed CE Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for Looked After Children (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The governing body is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for LAC and PLAC
2. A Designated Teacher for LAC and PLAC
3. Personal Education Plans (PEPs) for all LAC
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC.
5. All staff in school will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The designated teacher is the central point of initial contact within Bretherton Endowed CE Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves, working with the Virtual School Team to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. Where elements of the role are shared between the Designated Teacher and the Operational LAC Leads, the Designated Teacher will ensure that the responsibilities of each person are made clear within school and beyond, and that effective communication between the roles takes place.
4. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
5. The designated teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.
6. The designated teacher promotes a culture in which LAC and PLAC:

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- Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
- Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
- Are encouraged to participate in school activities and in decision making within the school and the care system.
- Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.

7. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.

8. The designated teacher works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

9. The designated teacher has lead responsibility for the development and implementation of PEPs for LAC within school in partnership with others as necessary;

10. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.

11. The designated teacher should ensure that the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this Grant on the outcomes of the cohort.

12. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to.

13. The designated teacher is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
3. understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
4. appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;

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5. have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC;
2. ensure that there is a named designated teacher for LAC and PLAC;
3. ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding;
4. through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
5. be aware of whether the school has LAC and PLAC and how many (no names);
6. liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC;
7. ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC;
8. support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met;
9. review the effective implementation of this policy, preferably annually and at least every three years.

The name of our appointed Designated Governor is: Gwyneth Lloyd

The name of our school's Designated Teacher is: Alison Moxham (Headteacher)

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was established, and approved for implementation by the full Governing Body

Signed by the Chair of Governors:

This policy is to be next reviewed on: April 2022

Dated: April 2021

Signed: A Moxham

This policy links with a number of other school policies so read in conjunction with:

- The School Code of Conduct.
- Behaviour and Discipline Policy.

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- Anti-bullying Policy.
- Home School Agreement.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Safeguarding Policy
- Special Educational Needs Policy.