



# St Nicholas CEVC Primary School

## Pupil Premium Policy

Last updated: January 2025

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Pupil Premium Review Form

## **Statement of intent**

At St Nicholas CEVC Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some children 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 children
- Supporting children 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**

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 (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'
- 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:

- LAC Policy
- Pupil Premium Impact Statement
- School Improvement Plan

## **Roles and responsibilities**

Our governing body 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 Head Teacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Improvement Plan.
- Designating a governor responsible for Pupil Premium (Joy O'Sullivan-Bach) to scrutinise the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

Our Head Teacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Liaising with the governing body to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Improvement Plan.
- Ensuring 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 children eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.
- 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 staff members to implement suitable, effective and evidence-based interventions for eligible children 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.

## PPG allocation

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

- **Ever 6 FSM:** children recorded in the October 2024 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2024
- **LAC and PLAC:** children recorded in the October 2024 census who are in the care of an English LA, or children 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:** children recorded in the October 2021 school census who have been eligible for the service child premium at any point since the January 2015 census, and those recorded as a service child for the first time in the October 2021 census.

For the financial year 2024 to 2025, grant allocations are:

<b>Disadvantaged children</b>	<b>PPG amount per pupil</b>
Children in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF children	£1,480
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,570
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	£2,570
<b>Service children</b>	<b>SPP amount per pupil</b>
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

Our school will receive its PPG funding from the LA, based on October 2024 census data.

Alongside the pupil premium, children who are eligible for FSM, or have been at any point in the last six years, also attract funding through the schools national funding formula.

## **Objectives**

Our school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of children in receipt of the PPG
- To narrow the gap between the educational achievement of these children and their peers
- To address underlying inequalities between children, as far as possible
- To ensure that the PPG reaches the children who are eligible for it
- To make a significant impact on the education and lives of these children
- To work in partnership with the parents to collectively ensure children's success

## How PPG is spent

Our school only spends the funding in the following ways:

- For the purposes of the school, i.e. for the educational benefit of children registered at the school
- On community facilities whose provision furthers any benefit for children at the school

## Long-term strategy for success

Our school has a long-term strategy to ensure it maximises the use of PPG funding.

Our school has also adopted a long-term **three-year** strategic plan, aligned to the school's wider School Improvement 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:

- Ensuring PPG funding and spending can be identified within the school's budget
- Assessing the individual provisions required for each pupil in receipt of the PPG.

Our school conducts lighter-touch annual reviews to inform the strategic plan and form our school's Pupil Premium Impact Statement.

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

When researching and implementing PPG use, our school focuses on approaches that:

- Are consistent but also flexible.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for children to experience success.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via Individual Education Plans (IEPs).
- Raise aspirations through access to high-quality educational experiences.

- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

Our school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with children's peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing children's understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to children's interests and makes success matter to them.
- A joined-up approach involving social workers, carers, the virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

## **A tiered approach to PPG spending**

Our 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, our school spends the PPG in the following ways:

- Professional development
- Recruitment and retention

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 support for specific individuals and specific groups in specific areas of learning
- One-to-one support within the classroom.

Wider strategies are used to overcome non-academic barriers to success.

Our school spends the PPG on the following wider strategies:

- Emotional/well-being/mental health support
- Extra curricula activities
- Breakfast Club
- Attendance initiatives

## **Use of the LAC (looked after children) and PLAC premiums (previously looked after children)**

The LAC premium is managed by the LA's designated VSH (Virtual School Head)

The premium will, if and when applicable, be used to benefit a child's educational needs as described in their IEP.

To avoid any delays in providing support, our 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. Our designated member of staff works with the VSH to gain a full understanding of each child's needs and determine how to use the premium to support each pupil effectively.

Our designated member of staff 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 children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Our designated member of staff is Mrs A Gates.

### **Example support**

Our school may utilise the following achievement-focussed support:

- Providing one-to-one and small group work with experienced teachers to address children's 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 children who are below age-related expectations
- Targeting children who require additional help to reach age-related expectations

Our school may utilise the following wellbeing-focussed support:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable children to participate in extra-curricular activities

Our school may utilise the following communication-focussed support:

- Language support for children with poor oral language and communication skills
- Support for children to access a range of off-site trips and experiences

## **Use of the service pupil premium (SPP)**

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

Children 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

Our school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. Our 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 child and their deployed parent(s), such as a 'video call'.
- Helping children to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Assisting the child when they join a new school as a result of a new posting.

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

## **Accountability**

The progress of children in receipt of the PPG is regularly discussed with teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged children in receipt of the PPG and is held to account for the spending of the PPG through the focus in Ofsted inspections. Our school publishes its policy and strategy on our school website in line with its statutory duties.

## **Reporting**

Our Head Teacher reports annually to the governing body 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 Head Teacher and the governing body.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual children on the school website.

## **Pupil premium reviews**

If disadvantaged children are not meeting expected levels, or slow progress means they are failing to realise their full potential, our school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

At the end of the review, our school has an improved strategy and plans to implement it.

## **Monitoring and review**

The Head Teacher and Pupil Premium governor 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 January 2026.