



Pupil Premium Policy

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This document applies to all schools and operations of the Vale Academy Trust: www.vale-academy.org

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Content

Contents

- 1.0 Introduction
- 2.0 Aims of the Policy
- 3.0 Legislation and Guidance
- 4.0 Decisions around the use of the Pupil Premium Grant
- 5.0 Roles and Responsibilities
- 6.0 Monitoring and Reviewing the Policy
- 7.0 Links with other Policies
- 8.0 Communication of Policy

Appendix 1 – Menu of Approaches

Appendix 2 – Pupil Premium Strategy Statement Template

IN THIS DOCUMENT:

- 'the Trust', 'we' and 'our' means the [Vale Academy Trust](#)
- For the purpose of this document, Parent refers to:
 - All natural parents, whether married or not
 - Any person who has parental responsibility for a child or young person
 - Any person who has care of a child or young person (i.e, lives with and looks after the child)

1.0 Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014

The Pupil Premium is additional funding allocated to schools by means of a specific grant, based on number of pupils in the school who are registered as eligible for Free School Meals at any point over the last six years (known as 'Ever 6 FSM'), Children we care for (formerly Looked After Children) or children whose parents are currently serving in the Armed Forces.

The Pupil Premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

2.0 Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals, Cared for (formerly Looked After) or who have parents currently serving in the Armed Forces.
- To reduce the gap in the achievement of eligible pupils and their peers.

- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement.
- To promote progression of eligible pupils to Further Education and the development of their personal and social skills.
- To support the mission, vision and values of the Trust and its schools.

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, we shall publish on school websites specific Pupil Premium information; amount of school allocation, plans for spending and evaluation of previous year's spending.

3.0. Legislation and Guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2022 to 2023, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

4.0 Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Body (LGB).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child

through identifying and intervening with their social and emotional development where necessary.

- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under achievement is evident.

Trust schools will publish their strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on GOV.UK. - [Pupil Premium - GOV.UK \(www.gov.uk\)](#) (and shown as Appendix 2). This must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF)

Trust schools must ensure the use of Pupil Premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a schools' activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

5.0 Roles and responsibilities

5.1 The Trust Board

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

5.2 The Local Governing Body (LGB)

The LGB is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy

- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium
- Challenging the headteacher to use the Pupil Premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

5.3 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading this policy and keeping their strategy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

5.4 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the Pupil Premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.0 Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies, in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Adjustments can then be made in a timely way, if particular strategies are not effective, rather than leaving things to the end of the academic year.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and, once approved, placed on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

7.0 Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy

And is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8.0 Communication of Policy

This policy must be made available on the Trust and all school websites

APPENDIX 1

Menu of approaches

Any activity that you fund using pupil premium from the start of the 2022 to 2023 academic year, must fall under an approach listed in the table below. The following page explains [how to apply the menu](#).

| Approaches that you could implement | |
|--|--|
| High-quality teaching | Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils |
| | Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning |
| | Mentoring and coaching |
| | Recruitment and retention of teaching staff |
| | Technology and other resources focussed on supporting high quality teaching and learning |
| Targeted academic support | Interventions to support language development, literacy, and numeracy |
| | Activity and resources to meet the specific needs of disadvantaged pupils with SEND |
| | Teaching assistant deployment and interventions |
| | One to one and small group tuition |
| | Peer tutoring |
| Wider strategies | Supporting pupils' social, emotional and behavioural needs |
| | Supporting attendance |
| | Extracurricular activities, including sports, outdoor activities, arts, culture and trips |
| | Extended school time, including summer schools |
| | Breakfast clubs and meal provision |
| | Communicating with and supporting parents |
| <p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches | |

Appendix 2

Pupil premium strategy statement – [insert school name]

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------|
| 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 (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ |

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 the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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.