Holyport CE Primary School

Pupil Premium Policy

HOLYPORT CE PRIMARY SCHOOL & FOUNDATION UNIT	
date policy adopted and signed by LGB: 7th May 2025	NAME AND SIGNATURE Governor/ Chair of Governors: P. Mew
Name of Head teacher: Amanda Featherstone	Signature of Head teacher: A. Featherstone
Date to be reviewed: May 2028	This policy will be subject to review every 3 years by the Governing Body or more frequently in the light of changes in legislation or advice from the ODST/LA.

Vision

Rooted in our Christian Foundation everyone feels valued, respected and knows their contribution will be recognised. Through our broad and memorable education experiences, all pupils achieve their full potential and become enthusiastic learners for life. Our pupils are active, healthy, responsible citizens of the future.

Aims

This policy aims:

- To ensure the school correctly identifies pupils as disadvantaged: noting that that not all pupils who receive Free School Meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure the Governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Purpose

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils

The PPG per-pupil rate for 2024 to 2025 is as follows:

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2024 to 2025 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£ 1,480	£ 1,050	School
Pupils previously looked after by a local authority or other state care	£ 2,570	£ 2,570	School
Children who are looked after by the local authority	£ 2,570	£ 2,570	Local authority

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2025 to 2026 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,515	£1,075	School
Pupils previously looked after by a local authority or other state care	£2,630	£2,630	School
Children who are looked after by the local authority	£2,630	£2,630	Local authority

Service pupil premium (SPP)

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending.

- £340 per eligible pupil in the 2024 to 2025 financial year
- £350 per eligible pupil in the 2025 to 2026 financial year

Pupils are eligible if they meet the following 2 criteria:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service – this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- they have been registered as a 'service child' on any school census in the past 6 years

They would also be eligible if:

- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

Use of the pupil premium

The Government is confident that School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all the allocated grant on eligible pupils. It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

- Tier 1 - High-quality teaching, such as staff professional development.
- Tier 2 - Targeted academic support, such as tutoring.
- Tier 3 - Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

<u>Tier 1- High- quality Teaching and Learning</u>

These activities focus solely on improving teaching to impact on pupil's learning, which is the preferred way to close gaps in attainment. This includes professional development of staff which includes:

- Encouraging self-led professional development, including online learning and CPD
- Professional development: Individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
- Professional Development for staff by attending targeted training courses and INSET.
- Support for early career teachers.
- Recruitment and retention.

<u>Tier 2 – Targeted Academic Support</u>

Tier 2 activities will concentrate on targeted academic interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. The school considers carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

<u>Tier 3 – Wider strategies</u>

Tier 3 activities will focus on the wider strategies which relate to non-academic factors, including improving attendance, behaviour and social and emotional support. This can include but is not limited to:

- School breakfast club to support engagement and attendance at school
- Music lessons for disadvantaged pupils
- Help with the cost of educational trips or visits
- Access to therapeutic interventions and advice

The result of these wider strategies is to increase pupil confidence, resilience and aspirations in line with our school vision.

Funding paid to local authorities for looked-after children

Virtual School Heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans. They can pass all the funding on to schools or retain some to fund activities that will benefit a group, or all, of the authority's looked-after children.

Pupil Premium Plus

The designated teacher (SENCO) for looked-after children must work with the local authorities who hold the pupil premium plus for your pupils who are in their care. This designated teacher should encourage adoptive parents and guardians of children who left care through a special guardianship order or child arrangements order to be involved in deciding how pupil premium plus is used to support their child. The lead will also be the main contact for queries about its use. The grant should be used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

Non-eligible pupils

Schools do not have to spend pupil premium, so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

Our key aims include:

- A whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Senco & Wellbeing Leader as well as Subject Leaders, Head and SLT and Governors.
- Close working relationship with our transition schools to ensure a joined up approach that is used to benefit our families - both pre and post transition.

Provision

To ensure that all children can achieve their full potential we may consider the following range of provision:

- Small group work with experienced teachers to support Quality First Teaching
- 1:1 tuition
- Specific or specialist assessments or equipment
- Teaching and learning opportunities provided through trained Teaching Assistants and external agencies
- Pastoral work to raise self-esteem, motivation and extend personal skills
- Out of hours enrichment to develop other talents for example, sports and creativity

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils. The Head and Senior Leadership Team are all responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils.

Pupil Premium Lead

The Pupil Premium Lead will be responsible for the following within school:

- Provide a termly report to governors and the Senior Leadership Team with regards to the interventions conducted that term, the costings and the impact.
- Liaise with members of the SLT to formulate reports into progress made on a termly basis.
- Challenge and question year groups regarding the interventions in place to support the academic, social and emotional development of children.
- Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
- Liaise with the school finance team to monitor and track the allocation of funding.

All Teaching and Support Staff

Teaching and Support Staff will be responsible for the following:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Ensure they keep PPG profiles updated to reflect the impact of in year interventions and support
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver the curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed, and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up to date with teaching strategies and research, which have proven track record in diminishing the difference s in attainment and achievement.

The Head, School Business Manager and all Senior Leadership team members

The SLT alongside the SBM and head teacher will ensure:

- There is robust monitoring and evaluation in place to review the strategy termly to track allocation and the use of pupil premium funding and report this to the LGB (primarily SBM & PPG Lead)
- Evaluate the cost effectiveness, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support. (PPG Lead, Head & SLT)
- Staff are aware of their responsibilities in closing the gaps of our pupils. (All SLT)
- Staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. (All SLT)
- The progress and attainment of pupils in receipt of the PPG are discussed termly with teachers and analysed by SLT. (Head, PPG Lead)
- Attendance data is collected and monitored (Attendance Lead)

The Governing Body

Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.

- Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the differences in our school and the impact of intervention.

Accountability

To comply with School Information regulations, academy schools are required to publish an updated pupil premium strategy annually and usually by December. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

We must ensure that Pupil Premium funding is not simply absorbed into our mainstream budgets but is carefully targeted at designated children. Holyport CE Primary School will demonstrate accountability through:

- Termly data monitoring
- The performance tables which show the performance of disadvantaged pupils compared with their peers (within our school, locally and nationally)
- The new Ofsted inspection framework and auditing tools, which focus on the attainment of pupil groups, particularly those who attract Pupil Premium
- The reports for parents that schools must publish online

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors scrutinise the schools' plans for their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding.

Monitoring and Review

Our work in relation to Pupil Premium will be reviewed on a termly basis to ensure that it is having the intended impact in diminishing the difference. This will allow us to adjust if particular strategies are not working well, rather than leaving things to the end of the year. New strategies will be evaluated robustly, and existing educational research will be considered such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

The Pupil Premium Report will be published annually detailing the objectives for the year, the allocated funding and the impact that this funding has had on the pupils. The Pupil Premium lead, Pupil Premium Governor and members of the SLT have taken on board the recommendations taken from the impact of our Strategy objectives detailed in the previous report to inform our targets and focus areas for the coming academic year. The Strategy Statements can be found on the school's website at Pupil Premium | Holyport CofE Primary School (holyportprimaryschool.co.uk)