Federation of Yatton Schools Pupil Premium Policy and Guidelines

Document Information			
Reviewed by:	PQA	**Responsibility:**	PQA
Last Review:	November 2022	**Next Review:**	November 2023
Review Cycle:	Annually	**Ratified by FGB**	Not required
Signature (FGB)	Not required	**Signature (Head)**	Not required

1. Aims

This policy aims to:

> **Provide background information** about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible

> Set out **how Yatton schools will make decisions** on pupil premium spending

> **Summarise the roles and responsibilities of those involved** in managing the pupil premium in schools.

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2022-23) https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023/pupil-premium-2022-to-2023-conditions-of-grant-for-academies-and-free-schools

, 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.

> In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.
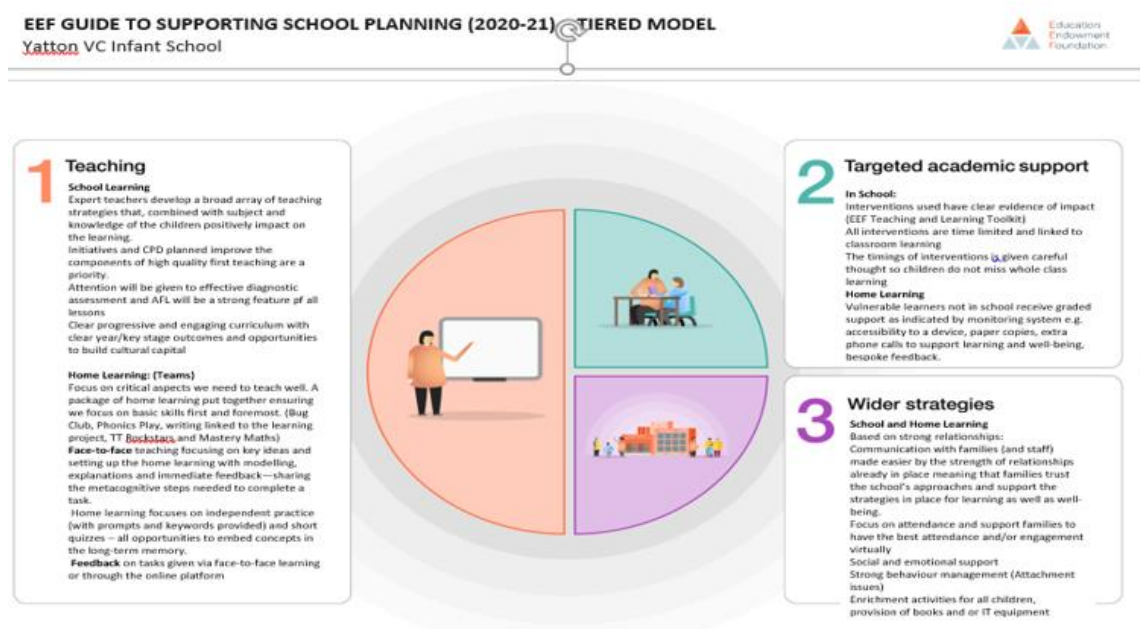
4. Use of the grant

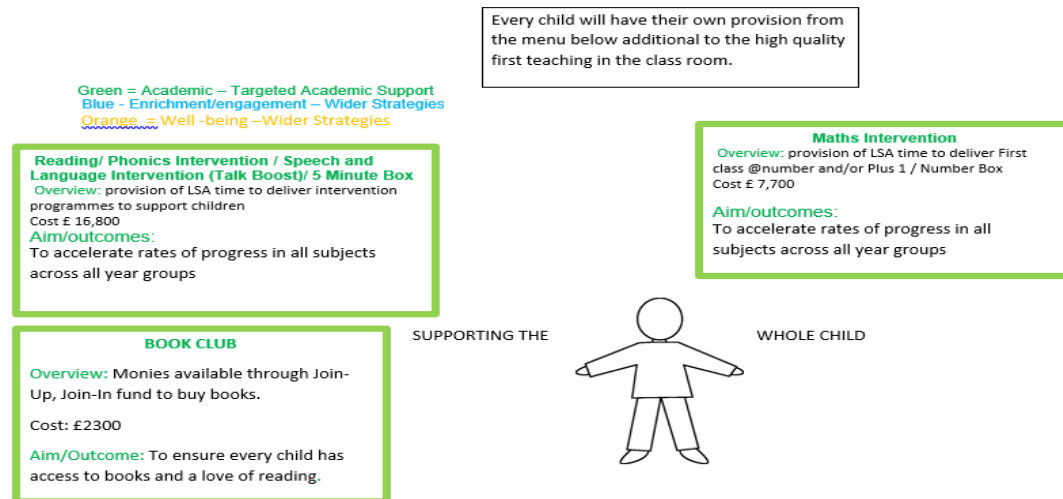The use of the grant at Yatton Schools has always been based on research from the Education Endowment Fund (EEF) for example: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf and CPD from our Trust for example: Disadvantaged Conference

led by Marc Rowland. We are committed to reviewing our provision on a regular basis so that we can best meet our learners needs.

Our provision is matches the Three Tiered Model (EEF) of quality first teaching, targeted academic support and wider strategies.

1 Teaching

School Learning
Expert teachers develop a broad array of teaching strategies that, combined with subject and knowledge of the children positively impact on the learning.
Initiatives and CPD planned improve the components of high quality first teaching are a priority.
Attention will be given to effective diagnostic assessment and AFL will be a strong feature pf all lessons
Clear progressive and engaging curriculum with clear year/key stage outcomes and opportunities to build cultural capital

Home Learning: (Teams)
Focus on critical aspects we need to teach well. A package of home learning put together ensuring we focus on basic skills first and foremost. (Bug Club, Phonics Play, writing linked to the learning project, TT Rockstars and Mastery Maths)
Face-to-face teaching focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.
Home learning focuses on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory.
Feedback on tasks given via face-to-face learning or through the online platform

2 Targeted academic support

In School:
Interventions used have clear evidence of impact (EEF Teaching and Learning Toolkit)
All interventions are time limited and linked to classroom learning
The timings of interventions is given careful thought so children do not miss whole class learning
Home Learning
Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.

3 Wider strategies

School and Home Learning
Based on strong relationships:
Communication with families (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.
Focus on attendance and support families to have the best attendance and/or engagement virtually
Social and emotional support
Strong behaviour management (Attachment issues)
Enrichment activities for all children, provision of books and or IT equipment

With the additional support and wider strategies costed carefully for each school, for example: Yatton Infant School

Every child will have their own provision from the menu below additional to the high quality first teaching in the class room.

Green = Academic – Targeted Academic Support
Blue - Enrichment/engagement – Wider Strategies
Orange = Well -being –Wider Strategies

Reading/ Phonics Intervention / Speech and Language Intervention (Talk Boost)/ 5 Minute Box
Overview: provision of LSA time to deliver intervention programmes to support children
Cost £ 16,800
Aim/outcomes:
To accelerate rates of progress in all subjects across all year groups

Maths Intervention
Overview: provision of LSA time to deliver First class @number and/or Plus 1 / Number Box
Cost £ 7,700

Aim/outcomes:
To accelerate rates of progress in all subjects across all year groups

BOOK CLUB

Overview: Monies available through Join-Up, Join-In fund to buy books.

Cost: £2300

Aim/Outcome: To ensure every child has access to books and a love of reading.
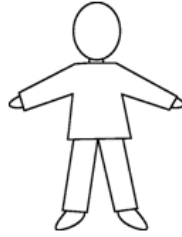
SUPPORTING THE   WHOLE CHILD

Learning Mentor

Overview: Access to regular check-ins and sessions with Learning Mentor
Cost: £ 4,140
Aim/Outcomes:
To promote a positive learning culture within school where all children are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence.

Subsidised Trips
Overview: School trips and residential subsidised to ensure access for all pupils
Cost: £ 1,000
Aim/Outcomes:
Raise aspiration, motivation and engagement.
Improve behaviour. Give a purpose

SUPPORTING THE WHOLE CHILD

Extra-Curricular clubs / Join-Up,Join-in
Overview: Monies available to support children in their choice of After school clubs. £180 per child/ £400 for CLA
Cost £ 5300
Aims/outcomes: Provide equal opportunity for all children to access extra-curricular activities. Aimed to raise confidence and breadth of learning experiences and promote healthy active life-styles.

Milk Provision

Overview : All children have access to milk.
Cost £1200

Aims/outcomes: To ensure that all pupils entitled to Pupil Premium have access to good nutrition.

Our priorities are:
- To diminish the gap in attainment and progress for disadvantaged children, being mindful that eligibility and take up of FSM does not equate to pupils being 'low ability' because of their social circumstances. We know this gap is often a language gap and we make speaking and listening and reading a priority for our children.
- Provide experiences in order to broaden horizons (Cultural Capital) for pupils eligible for the Pupil Premium Grant(Join-Up, Join -in).
- Provide a menu of support that can include: extra adult support to facilitate emotional and social development, small group or 1:1 interventions and educational coaching.

The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve the right to allocate the pupil premium to support any pupil or groups of pupils the school has legitimately recognised as being socially disadvantaged.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.
Information on how the school uses the pupil premium is available here:
https://www.yattonschools.co.uk/page/?title=Pupil+Premium&pid=127 (Infants) and
https://www.yattonschools.co.uk/page/?title=Pupil+Premium&pid=156 (Juniors).

5. Eligible pupils
The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 2 in the Infant School and Year 3 to Year 6 in the Junior School. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

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5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post-looked after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:
> With a parent serving in the regular armed forces

> Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census

> In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Head teacher and senior leadership team

The head teacher and senior leadership team are responsible for:
> Keeping this policy 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 governing board on an ongoing basis

> Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE

> Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

> Holding the head teacher to account for the implementation of this policy

> 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 the pupil premium, in conjunction with the head teacher, 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 head teacher 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

6.3 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

> Identifying the eligible looked after children and informing the local authority

> Making sure methods for allocating and spending ensure that looked after children benefit without delay

> Working with each looked after child's educational setting to put together a personal education plan (PEP), agree how pupil premium funding will be spent to

the meet the need identified in this plan, and ensure the funding is spent in this way

> Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed bi -annually by the Head teacher and Pupil Quality Assurance Committee. At every review, the policy will be shared with the governing board.