Staffordshire University Academies Trust		Trust Policy Document
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Audience:	Trustees ☑ Staff ☑ Pupils ☑ Local Academy Council ☑ Parents ☑ General Public ☑	

Staffordshire University Academies Trust

Pupil Premium Policy

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Statement of intent

At **Perton Primary Academy**, 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.

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 (2023) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- **[Academies]** DfE (2023) 'What academies, free schools and colleges should publish online'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to the Pupil Premium'

Roles and responsibilities

The Local Academy Council is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the PPG.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher/principal to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP.
- 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/principal 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 SIP.
- 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.

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/principal 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/principal 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/principal, 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

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM**: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF**: pupils of families with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC**: pupils who have been adopted from care or have left care.
- **Service children**: pupils who meet one of the following 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, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census in the past six years

  - 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
- For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£985	£1,035
Pupils who have been adopted from care or have left care, i.e. PLAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
Service children	**SPP amount per pupil**	
	2022/2023	**2023/2024**
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335

- Allocations for 2023/2024 will be based on the October 2022 census.

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

How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community services whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

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

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

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 will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school will adopt a long-term strategic plan, aligned to the SIP, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school will maximise 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 will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school will explore 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 will consult the EEF's Families of Schools Database to learn about effective practice in similar schools. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school will focus on approaches that:

- 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 (PEPs).
- 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 will also choose 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.

A tiered approach to PPG spending

The school will operate 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 will spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

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

- Behaviour support
- The breakfast club
- Attendance initiatives

Use of the LAC and PLAC premiums

The LAC premium will be managed by the LA's designated 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 will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will 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 will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be 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.

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

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

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- 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
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

Use of the service pupil premium (SPP)

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

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

Accountability

Individual targets will be 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 will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school will be 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 will publish its strategy statement for using the PPG on the school website by the 31 December utilising the DfE template document accessible in the 'Pupil premium' guidance.

The school will use its recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

Reporting

The headteacher/principal will report 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, will be monitored, evaluated, and reviewed by the headteacher/principal and the governing board.

The EEF's DIY Evaluation Guide will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website. The school will 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 will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

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 will undertake 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 will reflect 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 will consider 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 will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

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

Overpayments

Where the school identifies that it may have been overpaid, it will contact the ESFA as soon as possible to arrange repayment of the excess. The school will comply with any written request from the ESFA seeking to recover the excess in the event of an overpayment identified by the ESFA.

[Primary schools] Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form		**Signature**		**Date**	
Year		**Total PPG budget**		**Date of most recent PPG review**	
Total number of pupils		**Number of pupils eligible for PPG**		**Date for next internal strategy review**	

2. Current attainment		
[Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.]	**Pupils eligible for the PPG in the school**	**National average**
Percentage of pupils achieving expected standard or above in reading, writing, and mathematics		

Percentage of pupils making expected progress in reading (as measured in the school)		
Percentage of pupils making expected progress in writing (as measured in the school)		
Percentage of pupils making expected progress in mathematics (as measured in the school)		

3. Barriers to future attainment

Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database; FFT Aspire; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.

Academic barriers	
[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]	
A	
B	
C	
Additional barriers	
D	

4. Intended outcomes

Outcome	Success criteria

5. Review of expenditure

Quality of teaching for all				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
Targeted support				

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
Other approaches				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**

6. Planned expenditure					
Quality of teaching for all					
Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
		[Effective practice is to combine professional knowledge with robust evidence about approaches that are known to be effective. You may wish to consult external evidence sources such as the EEF Teaching and Learning Toolkit, the National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils, Ofsted's			

		2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.]			
Total budgeted cost (£)					
Targeted support					
Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
Total budgeted cost (£)					
Other approaches					

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Total budgeted cost (£)					

7. Additional detail

[Use this section to annex or refer to additional information which you have used to support the sections above.]

[Secondary schools] Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form		**Signature**		**Date**	
Year		**Total PPG budget**		**Date of most recent PPG review**	
Total number of pupils		**Number of pupils eligible for PPG**		**Date for next internal strategy review**	

2. Current attainment		
[Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.]	**Pupils eligible for the PPG in the school**	**National average**

Progress 8 score average		
Attainment 8 score		

3. Barriers to future attainment

Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database; FFT Aspire; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.

Academic barriers	
[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]	
A	
B	
C	
Additional barriers	
D	

4. Intended outcomes

Outcome	**Success criteria**

5. Review of expenditure

Quality of teaching for all				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
Targeted support				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**

Other approaches				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
6. Planned expenditure				
Quality of teaching for all				

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
		[Effective practice is to combine professional knowledge with robust evidence about approaches that are known to be effective. You may wish to consult external evidence sources such as the EEF Teaching and Learning Toolkit, the National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report			

		on pupil premium progress.]			
Total budgeted cost (£)					
Targeted support					
Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
Total budgeted cost (£)					
Other approaches					

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Total budgeted cost (£)					

7. Additional detail

[Use this section to annex or refer to additional information which you have used to support the sections above.]