Pupil Premium Policy

Policy Group:	**Trust Document**
Policy Ref:	**PWS/11**
Responsible Reviewing Officer and Job Title:	**Julia Fountain Director of Education**
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1. Introduction

a) All schools within Pickwick Academy Trust have a culture of high expectations for progress of all of our pupils irrespective of academic or social disadvantage.

b) We seek to provide an educational experience that is high quality, enjoyable and inclusive for all.

c) We understand the importance of working in partnership with the parents of pupil to collectively ensure pupils' success.
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d) We use the Government Pupil Premium Grant (PPG), to promote provision for disadvantaged children which gives them equity with their non-disadvantaged peers.

e) We seek to use the Pupil Premium funding to ensure parity of provision for academic progress or enrichment, where opportunities or experiences may be limited in the absence of educational or financial support.

f) We use the additional service pupil premium funding for children of parents serving in the military. This allows the schools to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

g) The PPG is provided for the following groups of children;

- Pupils with an entitlement to free school meals (FSM)
- Pupils who have been entitled to FSM in any of the last 6 years (Ever 6 FSM)
- Those pupils in care or adopted from care (CLA)
- Those pupils who have been adopted from care or have left care and are previously looked after (PCLA).
- Pupils with one parent serving in the armed forces (Service children) or pupils who are registered as a service child on the school census in the past 6 years (Ever 6 service).

h) 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 'Pupil premium: allocations and conditions of grant 2025 to 2026'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2022) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2022) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following:

- Pickwick's Single Equality Scheme
- Schools Published Equalities Information
- Pickwick's Equal Opportunities Policy
- School's Pupil Premium strategy (published on website)

2. Purpose and Scope

a) All Pickwick Schools aim to:

- Ensure that all children make good social, emotional and academic progress and achieve highly across all subject areas. This is our goal for all pupils, irrespective of their background or the challenges they

may face. This includes accelerating progress for those who are already high attainers.

- Consider the challenges faced by all vulnerable pupils, including children who have a social worker or who are young carers, regardless of whether they are disadvantaged or not.
- Ensure that Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Address oral language skills and vocabulary gaps.
- Ensure all disadvantaged pupils make at least good progress from their starting points.
- Ensure that disadvantaged learners have full access to a broad and engaging curriculum and wider enriching experiences.
- Support our children's emotional health and wellbeing to enable them to access all learning.
- Reduce the gap in attendance between disadvantaged learners and their peers by providing support for all staff to raise expectations of all pupils.
- Use assessment and monitoring to carry out effective and appropriate provision for all pupils
- Create a whole school ethos in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure an approach that is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- Act early to intervene at the point need is identified.
- Understand the strengths, needs and challenges of each individual child
- Undertake external and/or internal Pupil Premium reviews every two years which inform their Pupil Premium Strategy

All Pickwick schools sign up the Wiltshire 'Educational Disadvantage' Charter which is designed to unite schools around an ambitious framework of best practice statements of success. Collectively committing to these, and to a culture of continuous improvement in our schools, will drive school improvement and increase the life chances of our most vulnerable learners.

3. Responsibilities and Accountabilities

This policy has been adopted by the Trust Board and applies to all staff employed by Pickwick Academy Trust.

- **The Trustees** are responsible for:

- Ensuring that this policy is implemented and applied consistently, via delegated responsibility to the Chief Executive Officer
- Ensuring the effectiveness of this policy.

- **The Directors of Education** are responsible for:
  • Ensuring this policy is communicated, implemented and applied fairly and consistently in all of the Trust's schools and will ensure that individual schools strategies fully align to this policy.
- Monitoring the impact of the PPG on attainment and progress
- Reporting regularly to Trustees the impact of the Pupil Premium strategy

- **The Local Governance Committee** are responsible for:
- 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, spend and impact .
- Liaising with the headteacher to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its Pupil Premium funding, including reading, reviewing and holding school leaders to account for the school's Pupil Premium Strategy.

- The **Headteacher** is responsible for:
- All staff understanding and signing up to the Wiltshire Educational Disadvantaged Charter.
- Ensuring the day-to-day implementation of this policy including the provision of information to all staff.
- Appointing an appropriately experienced and knowledgeable Pupil Premium lead at the school.
- Liaising with the LGC to ensure the school's strategies and activities regarding Pupil Premium align with the school's wider School Development Plan.
- Ensuring the provision of high-quality teaching for all, informed by effective monitoring and supported by the use of data.
- Working with the Pupil Premium lead and finance manager to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall Pupil Premium strategy, and where there are changes to how funding is spent, the impact of such changes is understood and handled sensitively.
- Ensuring the school publishes its Pupil Premium Strategy 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 and sound Information Governance.
- Ensuring there is a designated teachers for all CLA and PCLA children.

- **The Pupil Premium lead** is responsible for:
- Championing Pupil Premium pupils with all stakeholders.
- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils and adjusts provision to maximise impact as required.
- Working with the Headteacher and other relevant staff members to draw up the Pupil Premium Strategy that is fully aligned with the Pupil premium 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.
- Monitoring the progress of Pupil premium pupils and ensuring actions are implemented for any pupils underachieving.
- Working with the Headteacher 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, conduct research into evidence-based strategies (e.g. the Education Endowment Fund's teaching) for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.
- Attending the Trust Pupil Premium professional learning community to share strengths and good practice between the schools and drive high quality provision for all Pupil Premium pupils.

- The staff are responsible for;
- Effectively contributing to the positive progress of Pupil Premium pupils through identifying barriers to achieving potential, robust facilitation of high attendance, CPD that highlights use of best practice, highly effective pastoral support and communication systems, including planned communication with parents/carers.

  Raising issues that need addressing with Pupil Premium lead.

4. Definitions / explanations of terms used

a) The following acronyms are defined as:
- FSM - Pupils with an entitlement to free school meals

- Ever 6 FSM - Pupils who have been entitled to FSM in any of the last 6 years
- Ever 6 service- Pupils registered as a service child on the school census in the past 6 years.
- CLA - Those pupils who are looked after in care or adopted from care
- PCLA - Those pupils who have been adopted from care or have left care and are previously looked after
- Service Children - Pupils with one parent serving in the armed forces
- PP - Pupil Premium
- PPG - Pupil Premium Grant
- DL - Disadvantaged Learners.
- VSO - Virtual School Officer (responsible for driving improvements in educational progress and attainment of CLA)
- PEP - Personal Education Plan
- SPP - Service Pupil Premium

5. How PPG is spent

a) 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 appropriate.

b) 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 focusses on the three areas below:

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

c) PPG expenditure is monitored three times a year by the Headteacher, Pupil Premium leader and Finance Manager so the school can evaluate expenditure to date and impact of provision.

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

e) 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 continues to only spend the funding in line with the above criteria.

6. Long-term strategy for success

a) All schools have a long-term Pupil Premium strategy to ensure it maximises the use of PGG funding. The school will adopt a long-term three-year strategic plan, aligned to the school's wider School Development Plan.

b) Schools will conduct lighter-touch annual reviews to inform the Pupil Premium strategy and adjust where necessary.

c) Schools 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.

d) 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/carers 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.
- Ensure high quality 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.

e) 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 (VSO) and other relevant professionals.
- A child-centred approach to assessment for learning.

7. Use of the CLA and PCLA Premiums

a) The CLA premium is managed by the Local Authorities designated Virtual School Officer (VSO).

b) The CLA premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan (PEP). To avoid any delays in providing support, the school will work with the VSO to ensure that funding allocation is as simple as possible.

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

d) PCLA premium is allocated directly to the school. CLA premium and PCLA premium will not be treated as personal budgets for individual pupils; however, the VSO and the school may choose to allocate an amount of funding to an individual to support their needs.

8. Use of the Service Pupil Premium (SPP)

a) 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.

b) Pupils will 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 in the last six years.

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, or one who is serving in the armed forces of another nation and is formally stationed in England.

c) 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.

d) 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.

e) The school will not use the SPP to subsidise routine school activities

9. Accountability

a) 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 monitored by the Pupil Premium leader.

b) The school will publish its Pupil Premium strategy on the school website by the 31 December utilising the DfE template.

10. Reporting

a) The Director of Educations will report on pupil premium provision and impact at the school improvement committee. This is a standing agenda item at every meeting.

b) The Headteacher will report at least annually to the LGC 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 and the LGC.

c) 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.

d) 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.

e) The Designated Teacher will write an annual report to the LGC about CLA and PCLA children and their progress

11. Pupil Premium Reviews

a) All schools have a biannual Pupil Premium review, carried out by trained reviewers within the Trust (and/or external reviewers), to objectively evaluate the Pupil Premium strategy and identify ways to use the PPG more effectively.

b) Following the review, the school will reflect on and update its strategy and the plans to implement it. This strategy and these plans will be shared with all relevant stakeholders.

12. Monitoring

a) The impact of the PPG on pupil's attainment and progress in each school is monitored by the Pupil Premium link governor and the Directors of Education, who in turn report to the full LGC, and Trustees as part of the School Improvement Committee.

13. Equal Opportunities

a) An Equality and Diversity Impact Assessment has been completed in order to ensure it complies with equality obligations outlined in discrimination legislation. The policy positively reflects the aims and ambitions of Pickwick Academy Trust.

14. References, acknowledgements and associated documents

a) This policy will be implemented in conjunction with other Pickwick Academy Trust polices in the same group of policies such as:

- Pickwick's Single Equality Scheme
- Schools Published Equalities Information
- Pickwick's Equal Opportunities Policy
- School's Pupil Premium strategy (published on website)