

Pupil Premium Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”

(Micah 6:8)

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Statement of intent

School Values

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

At St Michael's Church of England High School, 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.

Signed by:

| | | |
|-------|--------------------|-------------|
| _____ | Headteacher | Date: _____ |
| _____ | Chair of governors | Date: _____ |

1. Legal framework

1.1 This policy has due regard to all relevant legislation and 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 (2021) 'Pupil premium: allocations and conditions of grant 2021 to 2022'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2021) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

1.2 This policy operates in conjunction with the following school policies and documents:

- Equality Information and Objectives Policy
- LAC Policy
- Whole-school Website Policy
- Pupil Premium Impact Statement
- School Development Plan

2. Roles and responsibilities

2.1 The governing board is responsible for:

- ensuring the effectiveness of this policy
- 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
- 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 and reviewing the school's Pupil Premium Impact Statement

2.2 The headteacher 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 school development plan
- 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

2.3 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 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 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, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy

3. PPG allocation

3.1 The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded in the October 2020 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Ever 6 service children:** pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census

3.2 For the financial year 2021 to 2022, grant allocations are unchanged, and therefore, are as follows:

| Disadvantaged pupils | PPG amount per pupil |
|---|-----------------------------|
| Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils | £1, 345 |
| Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils | £955 |
| LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA | £2,345 |
| PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order | £2,345 |
| Service children | SPP amount per pupil |
| Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD | £310 |

3.3 The school will receive its PPG funding from the LA.

4. Objectives

4.1 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
- to provide cultural and sporting opportunities beyond the classrooms to build character and raise the aspirations of disadvantaged pupils

5. How PPG is spent

5.1 Under the ESFA's terms of the PPG, the school only spends the funding in the following ways:

- for the purposes of the school, i.e. for the educational benefit of pupils registered at the school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities whose provision furthers any benefit for pupils at the school

5.2 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. A tiered approach to PPG spending

6.1 The school operates 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

6.2 Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- professional development
- recruitment and retention
- supporting early career teachers

6.3 Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- structured interventions
- small group tuition
- one-to-one support

6.4 Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- behaviour support
- work with parents
- attendance initiatives

7. Use of the LAC and PLAC premiums

7.1 The LAC premium is managed by the LA's designated VSH.

7.2 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 works with the VSH to ensure that funding allocation is as simple as possible.

7.3 The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers 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 works with the VSH to ensure that all available funding is spent.

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

8. Example interventions

8.1 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
- creating additional teaching and learning opportunities using LSP
- targeting English and maths teaching for pupils who are below age-related expectations
- targeting pupils who require additional help to reach age-related expectations

8.2 The school may utilise the following teaching-focussed interventions:

- a weekly hour CPDL slot for staff
- coaching sessions to support teachers

8.3 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

8.4 The school may utilise the following communication-focussed interventions:

- vocabulary interventions for pupils with poor oral language and communication skills
- support for pupils to access a range of off-site trips and experiences

8.5 The school may utilise the following independence-focussed interventions:

- work experience opportunities
- opportunities to lead sessions

9. Use of the service pupil premium (SPP)

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

9.2 Pupils 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 at any point since 2015 (known as the 'Ever 6 service child measure')
- 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

9.3 The school does 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.

9.4 The school does not use the SPP to subsidise routine school activities.

10. Accountability

10.1 Individual targets are 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 is regularly discussed with subject teachers.

10.2 Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is 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.

10.3 The school publishes its strategy for using the PPG on the school website.

10.4 The school publishes the updated PPG strategy annually, in line with its statutory duties.

10.5 The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

11. Reporting

11.1 The headteacher reports 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, is monitored, evaluated, and reviewed by the headteacher and the governing board.

11.2 Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

11.3 For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports.

12. Pupil premium reviews

12.1 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.

12.2 If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

13. Overpayments

13.1 The school repays any overpayment of the PPG.

14. Monitoring and review

14.1 The headteacher and Pupil Premium Lead are responsible for reviewing this policy annually.

14.2 Any changes to this policy will be communicated to all relevant stakeholders.

14.3 The next scheduled review date is July 2022.

Coronavirus (COVID-19): Effects of the Pandemic on the PPG

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity to the school community. This appendix includes the latest government guidance to which the school will have due regard for during the coronavirus (COVID-19) pandemic. The information in this appendix is under constant review and will be updated to reflect any changes to government and local guidance as it is released.

1. Accountability

- 1.1 Due to the impact of the coronavirus pandemic on assessments and exams during, the school will not be held to account on the basis of any assessment data from the 2020/2021 academic year.
- 1.2 The school will not be required to publish any educational performance tables for the 2019/2020 or 2020/2021 academic years, at any phase, and all organisations working with the school will use data from previous years when assessing pupil performance.

2. Eligibility extension

- 2.1 Under the temporary coronavirus (COVID-19) extension to FSM eligibility, pupils with no resource to public funds (NRPF) are eligible for FSM, and therefore, the PPG, even if they are not recorded on the school census as eligible for FSM.

3. Monitoring and review

- 3.1 The headteacher will review this appendix on a termly basis, or in response to an update to current government guidance.

Pupil Premium Reporting Template



| 1. Summary information | | | |
|--------------------------|---------|---------------------------------------|-----|
| Academic Year | 2021-22 | Total Pupil Premium (PP) Budget | £ |
| Total number of students | | Number of Disadvantaged Students (DS) | (%) |

| 2. Headline figures | | | | |
|--------------------------------------|---------------------|-------|-------|---|
| | DS at St. Michael's | | | National average of students not eligible for PP 2021 |
| | 18-19 | 19-20 | 20-21 | |
| Progress 8 score average | 0.09 | -0.10 | | |
| Attainment 8 score average | 38.68 | 39.86 | | |
| % Achieving 9-4 in English and Maths | 43.8% | 45.6% | | |
| % Achieving EBacc | 2.7% | 7.4% | | |

| 3. Key Priority | | Success criteria |
|------------------------|---|--|
| A. | Continue to improve the outcomes of ALL students by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement. | Determined by the overall progress score for DS. Continue to deliver high quality teaching and learning for ALL; DS will have less resilience to poor teaching. |
| B. | Continue to improve the progress score of DS in maths | Positive progress score in mathematics |
| C. | Improve the progress score of DS in English | Positive progress score in English |
| D. | Improve the progress score of high prior attainment students | Positive progress score for this cohort (specify number of students) |
| E. | To support DS studying vocational subjects and MFL. | Positive progress for DS in MFL and all vocational subjects with particular focus on enterprise |
| F. | Aspirations for DS will be the same as those of students not eligible for PP. | DS will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used from Connections/Positive Steps to track staying on rates post 16 and enrolment to pre-university courses. |
| G. | Increased attendance rates for DS | Reduce the in-school gap between the attendance of DS and students not eligible for PP. |
| H. | Improve the behaviour of DS | To reduce the number of negative events and internal and external isolation referrals. |

1. Planned Expenditure

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i) Quality of teaching for DS

| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|-----------|---|---|------------|--------------------------------------|
| A Continue to improve the outcomes of ALL students | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|-----------|---|---|------------|--------------------------------------|
| B Continue to improve the progress score of DS in maths in KS3 and KS4. | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|-----------|---|---|------------|--------------------------------------|
| C Continue to improve the progress score of DS in English in KS3 and KS4. | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|-----------|---|---|------------|--------------------------------------|
| D To close the gap between high prior-attaining DS and other students nationally | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|-----------|---|---|------------|--------------------------------------|
| E Improve the P8 score of subjects in the Open Column: art, child development, textiles, business studies, drama, MFL and citizenship | | | | | |
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Total budgeted cost £

ii) Other Approaches

| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|------------------|--|--|-------------------|---|
| F Aspirations for DS will be the same as those of students not eligible for PP | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|------------------|--|--|-------------------|---|
| G Increase attendance rates for DS | | | | | |
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| Key Priority | Action(s) | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--------------------------------------|------------------|--|--|-------------------|---|
| H Improve the behaviour of DS | | | | | |
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Total budgeted cost £