Pupil Premium/Disadvantaged Policy

Burley Oaks Primary School

Statement of intent:
At Burley Oaks Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Burley Oaks Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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

This policy was agreed in December 2024 and will be reviewed in December 2027.

Chair of Governors Date 10 December 2024

Headteacher Date 10 December 2024

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At Burley Oaks, we have high aspirations and ambitions for our children and we believe that all children should thrive and no child should be left behind. We strongly believe that it is not about starting points but a child's passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Our aim is to diminish the difference in attainment and educational opportunity between those children attracting pupil premium funding and their peers.

Background

The Pupil Premium was a government funding initiative introduced in 2011. The Pupil Premium funding targets extra funding at pupils from deprived backgrounds, as research shows many underachieve in comparison to their peers. The premium is provided in order to support these pupils in reaching their full potential. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers and those who are not eligible by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

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 (Pupil Premium Grant) 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 Government do not dictate how schools should spend the pupil premium:

'Schools will have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.' DFE

Purpose of this policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Eligibility

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years known as 'Ever 6 FSM'. The

Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

1. Ever 6 FSM

The Pupil Premium for 2024 to 2025 will include pupils recorded in the October 2023 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years since January 2018 as well as those first known to be eligible at October 2023.

2. Looked After Children (LAC) and Post Looked After children (PLAC)

The LAC premium will be managed by the Local Authority's (LA's) designated Virtual School Headteacher (VSH). The premium will be used to benefit a pupil's educational needs as described in their PEP (Personal Education Plan). 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.

At Burley Oaks Anna Greenwood is the designated teacher with responsibility for looked after children. The school is required to demonstrate how this money has been used to support the needs of the child. This is done by completing a personal education plan for each pupil every 6 months. This includes recording progress made since the last review.

3. Ever 6 Service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the October 2023 school census who was eligible for the service child premium since the January 2018 census as well as those recorded as a service child for the first time on the January 2024 school census.

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.
- 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.

The DFE confirm PPG allocations in June 2025, once pupil number data from the October and January census have been agreed. The DFE pay PPG to local authorities in quarterly instalments.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and

attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and we understand there is no "one size fits all".

Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school will adopt a long-term three-year 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.

We will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.
In order to set this strategy, we explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. We 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, we will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as 1:1 work and small group work to support achievement
- 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.

At Burley Oaks, we 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, we will spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers/support staff

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We 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:

- Wellbeing support
- Behaviour support
- Attendance initiatives
- Supporting basic needs of children

Whilst implementing the above and following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Key principles:

Building Belief

We will provide a culture where:

- staff believe that there are "no limits" to what our children can achieve
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Being mindful that FSM status does not mean a pupil is 'low ability'
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if….."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive outstanding teaching, by using our leadership team to:

- Provide quality induction for new teachers
- Set high expectations
- Address any within-school variance
- Using the latest evidence-based research on proven strategies to narrow the attainment gap
- Using high quality teaching and learning as the preferred method of narrowing the attainment gap
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided and reading approaches
- Share good practice within the school and draw on external expertise
- Provide and promote high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours (boosters, extra clubs)

Individualising support

There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using key staff to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents to develop their own skills or to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. pre teaching and consolidation)
- Recognising and building on children's strengths to further boost confidence

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, particularly in English and maths, e.g. through CPD, recruitment and retention.
- 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.

Monitoring
The school's ethos is one of genuine concern and care for all to achieve their fullest potential. Great emphasis is placed on all staff members knowing and understanding every child well, treating children with the utmost respect and empowering them to become responsible, confident and resilient learners in our school. As such, senior leaders discuss, monitor and support children's well-being and academic needs at termly pupil progress meetings which inform the cycle of provision.

Our tracking systems ensure that children's progress is monitored carefully and that provision matches individual need at any given point in time. At Burley Oaks, each pupil allocated the PP funding will have an individual profile detailing the provision they have accessed and a report on the progress they have made. The pupil premium children are highlighted on school systems to allow careful monitoring of both individuals and the group as a whole. A designated member of the SLT maintains an overview of pupil premium progress and spending.

The Governing Body will monitor the school's progress towards 'diminishing the difference' for vulnerable pupils. The Governors recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable. The senior leadership team will regularly report progress data to the Full Governing Board. A named governor is given responsibility for Pupil Premium.

Reporting
The Head and Deputy Teacher will produce a yearly report for the Governors (FGB meeting July meeting) on:

- Information about the context of the school and money received
- An outline of the provision that was made and its impact.
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- A Pupil Premium strategy for the subsequent year/3 years

The named Governor for Pupil Premium meets with the DHT termly to monitor and supportively interrogate the strategy and progress towards targets for this group of children. The impact of the Pupil premium spend, and progress of this group of children is also reported termly through this group of children being considered as a separate group in all data analysis of attendance, attainment and behaviour.

Case studies are available to highlight the level of provision available to these children and to demonstrate the impact of the funding on children's progress. The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children. The Governors will also ensure that there is an annual impact statement provided for parents on how the Pupil Premium funding has been used. This will be published on the school website.

Success Criteria
The evaluation of this policy and the Pupil Premium Strategy will be based on how quickly the school can 'diminish the difference' between disadvantaged pupils and their peers. Our work in relation to the Pupil Premium strategy statement will be reviewed regularly to ensure it is having the intended impact in narrowing

the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

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.

Monitoring and review

This policy will be reviewed every 3 years and at this point any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is December 2027.