



**Shaw
Education
Trust**

Pupil Premium Policy

Date Agreed: 10th March 2025

Chair of Committee: Peter Cade

Next Review Date: 10th March 2027

Rationale and Legislation

The Pupil Premium strategy was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children classed as disadvantaged, including those who receive free school meals, children whose parents serve in the Armed Forces and those children in local authority care. Research shows that these groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. *For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve Level 4 in maths and English as other 11 year olds.* Hart & Risley (2003) found that by the age of 3 a child from an economically advantaged background knows 1,100 words compared to 500 words of an economically disadvantaged child. Andrews et al. (2017) also found that the attainment gap widens for disadvantaged pupils as they move through the school (see figure 1). The extra funding is made available to schools to help them narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

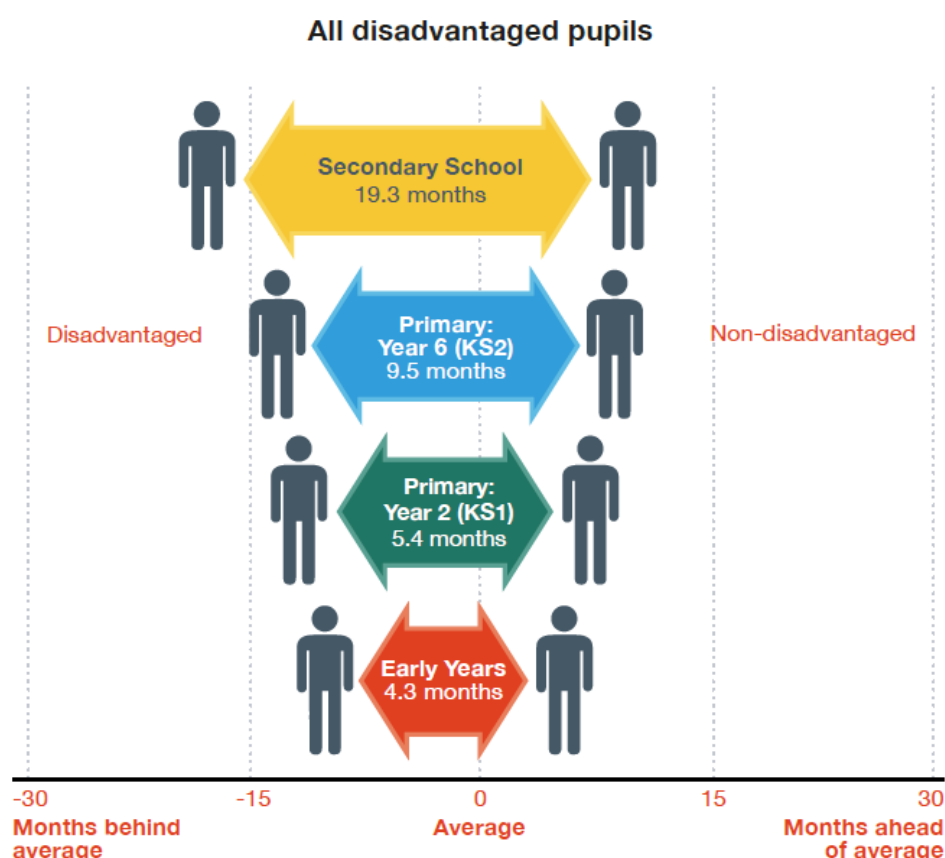


Figure1. “Closing the Gap? Trends in educational attainment and disadvantage”, Education Policy Institute (July 2017)

Pupil Premium funding is allocated to schools based on the number of children who are:

- From low-income families who were eligible for Free School Meals (FSM) at any point in the last six years (known as the Ever 6 Free School Meals measure)
- Who have been looked after by the Local Authority for more than one day.
- Whose parents are currently serving in the Armed Forces.

The school recognise that not all pupils who are eligible will be socially disadvantaged. Similarly, not all pupils who are socially disadvantaged are registered or qualify for free school meals. The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children - not necessarily just children who are eligible to it. Therefore, the school is free to spend the Pupil Premium where they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups of pupils through their data performance evaluations, the Ofsted inspection framework and the reports for parents that schools are required to publish online. Schools are required to publish online information about how they have used the Premium and its impact. This will ensure that parents and others are made fully aware of the use of the Premium.

In addition, Ivy House School can apply for funding for pupils classified as Looked After Children. The amounts can vary depending on the length of time that a child has remained in care.

To ensure that pupil premium has the desired impact upon pupil's attainment and personal development we review, on a regular basis, best practice and guidance in order to help us identify the best and the most effective strategies available for our pupils. Ivy House School uses an evidence-informed approach including using the [Education Endowment Foundation \(EEF\)](#) and [Sutton Trust's toolkits](#) to devise the Pupil Premium strategy. To be able to tackle the attainment gap, schools must first understand it – both in terms of the nature of the gap, as well as factors most likely to address it. Therefore the school has used the [EEF Pupil Premium Guide](#) and [EEF Guidance Reports](#) to ensure the Pupil Premium strategy is based on relevant evidence that will best benefit the needs of the school community and is underpinned by robust evidence.

The [EEF Guide to Pupil Premium](#) recommends schools should focus on improving (see figure 2):

- High Quality Teaching
- Targeted Academic Support
- Wider Strategies

Therefore, improving these areas will inevitably benefit non-eligible pupils as well. These both underpin the schools Pupil Premium strategy. The Department for Education provides [guidance on funding levels and accountability for the Pupil Premium](#) and [a standard for teachers' professional development](#).

The school will adapt a tiered framework to support the balance of approaches to improving teaching, targeted academic support and wider strategies. This means the school can focus on a small number of strategies that are likely to make the

biggest difference. This will also allow the school to have some long-term targets that will run over more than one academic year, whilst allowing short-term goals to be changed to adapt to any emerging needs of students within the school. Using the EEF 'Four-step approach to strategy' (see fig. 3), leaders ensure pupils needs are carefully analysed, strong and robust evidence is used to support the strategy, how the strategy is implemented, how it is monitored and evaluated. The development of our strategy is cyclical and is an integral part of school development. Leaders follow the EEF [Putting Evidence to Work – A School's Guide to Implementation](#) and the School Development Plan follows the 'Explore, Prepare, Deliver, Sustain' foundations to ensure effective implementation takes place (see fig.4).

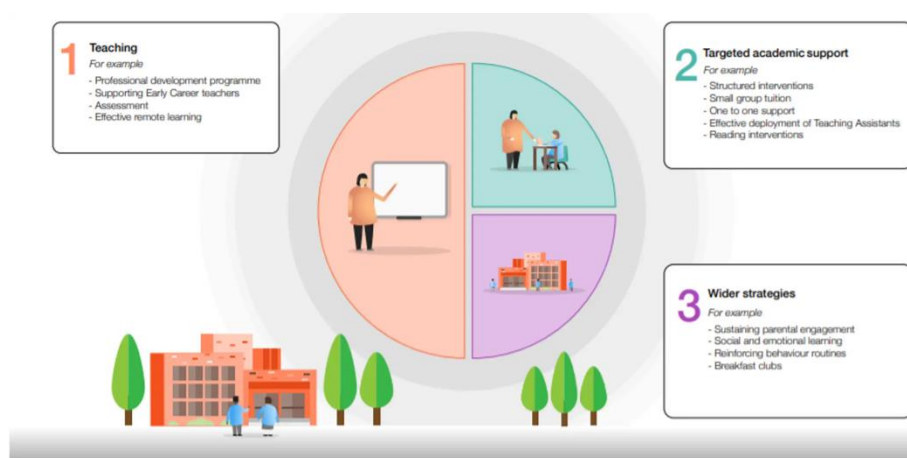


Figure2. EEF Guide to Pupil Premium – tiered approach to Pupil Premium Spending



Figure 3 - EEF 'Four-step approach to strategy'

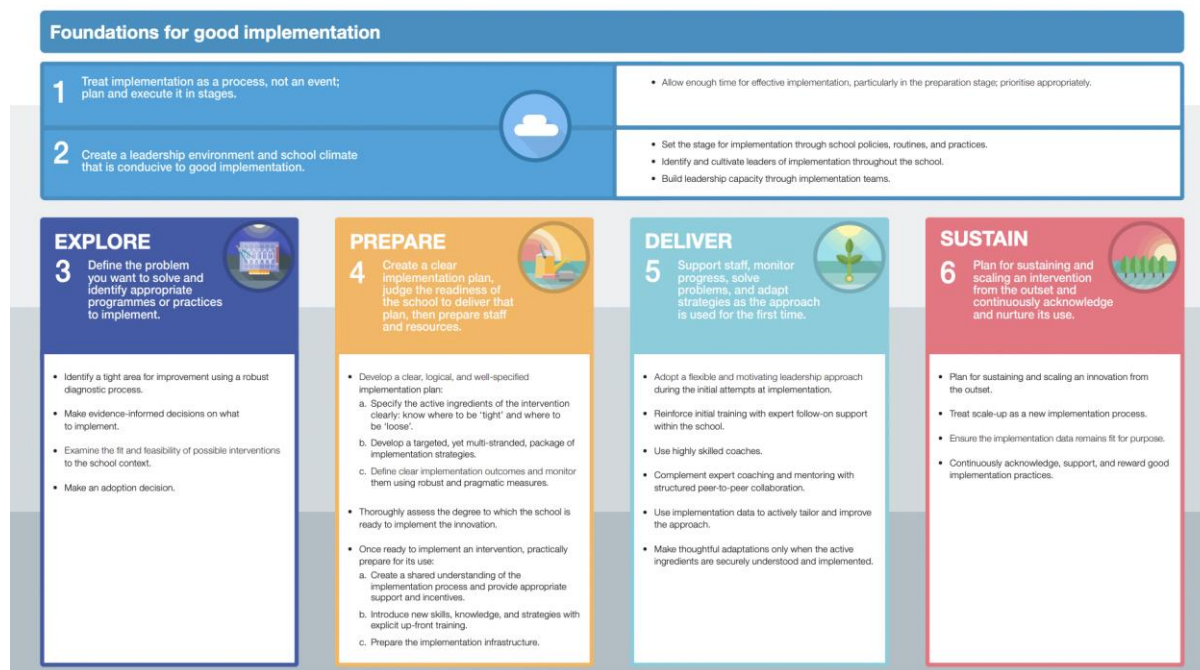


Figure 3 - EEF 'Putting Evidence to Work: A School's Guide to Implementation'

The above policy has been approved by the Headteacher and Academy Council of Ivy House School as a fair and equitable means of distribution and meets the guidelines laid down by the Education Funding Agency.

The Pupil Premium funding will enable us to maintain and enhance our existing provision for targeted pupils in order to address areas for action and so narrow the gaps that exist between low-income families and more affluent backgrounds.

The allocation of Pupil Premium has had a significant impact in improving the attainment of targeted pupils. Rainbow Assessments, Engagement Model, EHCP/PLGs, RARPA, Shaw Education Trust 123s data is analysed alongside evidence from other sources, including reports from involved agencies such as Sensory Occupational Therapists. This ensures that a holistic viewpoint is taken when assessing pupil progress.

We believe that every pupil at Ivy House should have equal opportunities to achieve the best possible start to life. Our mission statement and ethos embodies this, "where every child is valued and provided for both as an individual and as a member of our school community. We strive for the highest levels of achievement for each pupil."

1.0. Our Objectives

- 1.1. Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium.

- 1.2. Narrow the gap between the educational achievement of these pupils and their peers.
- 1.3. Address underlying inequalities, as far as possible, between these pupils and others.
- 1.4. Ensure that the Pupil Premium funds reach the pupils who need them most.
- 1.5. Make a significant impact on the education and lives of these pupils.
- 1.6. Work in partnership with the parents of pupils to collectively ensure their success.
- 1.7. To have a whole-school approach when addressing the 'attainment' gap experienced by these pupils.
- 1.8. To use relevant research and evidence such as the Education Endowment Foundations Teaching Toolkit when assessing cost effectiveness of pupil premium spending.

2.0. Our Strategies

- 2.1. Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium recipients and ensure the implementation of this policy.
- 2.2. Ensuring Pupil Premium funds can be identified within the school's budget.
- 2.3. The Headteacher, in consultation with the Pupil Premium Lead, Academy Councillors, staff and parents, will decide how funds are spent.
- 2.4. Assessing the individual provisions required for each pupil in receipt of Pupil Premium.
- 2.5. To regularly monitor and assess overall impact to ensure spending is relevant and effective.
- 2.6. To ensure that staff in school are aware of the strategies in place and are given the knowledge or abilities to be able to support them.
- 2.7. Work alongside other local schools to ensure that our spend and delivery is broadly in line with pupils with similar needs and share annual Pupil Premium Strategies to analyse consistency in delivery of outcomes.

3.0. Potential Measures

- 3.1. Providing 1:1 and small group work with experienced staff to address specific area of need.
- 3.2. Creating additional teaching and learning opportunities focused on gaps in attainment.
- 3.3. To gain the support of a number of local outside agencies (including therapists) to enable children to more readily access educational opportunities and support their regulation whilst in school.
- 3.4. Allocating funds to enable these pupils to participate in extra-curricular activities and therapies, as discussed with families and staff.
- 3.5. Targeting pupils who require additional help to reach personal goals both academic and holistic.

- 3.6. To ensure quality teaching takes place in all classrooms through a rigorous appraisal system in which all staff should show a good understanding of how to target pupil premium groups.
- 3.7. To use INSET and further training opportunities to share understanding and knowledge of excellent practice.
- 3.8. To allow staff to have time to collate evidence to show the actual impact of interventions and classroom strategies.
- 3.9. To ensure that quality first teaching is embedded throughout the school and targeted support and training opportunities are made available to staff to enable this.
- 3.10. To offer curriculum enriching activities to increase the engagement of pupils in the learning process.

4.0. Reporting

- 4.1. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes, enhancing the pupil's wider development as well as cost effectiveness for the school.
- 4.2. The Senior Leadership team will report termly to the Academy Council on how effectively Pupil Premium spending has been used and what impact there has been.
- 4.3. Information regarding Pupil Premium spending will be published on the school's website through an annual Pupil Premium Strategy.
- 4.4. This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- 4.5. A Pupil Premium register and tracker will be created and shared with all staff to show allocation of funding; this will also be used in conjunction with the school development plan and self-evaluation form.

5.0. References

Hart, B, Risley, R. R., (2003) The Early Catastrophe – the 30 million word gap by the age of 3. American Educator – Spring 2003

Andrews J, Robinson, D., Hutchinson J. (2017), "Closing the Gap? Trends in educational attainment and disadvantage", Education Policy Institute – Research Area: Vulnerable learners and social mobility - August 2017