



# Pupil Premium Policy

FROM SEPTEMBER 2023

Aquinas Church of England Education Trust





Policy control			
Title		Pupil Premium	
Responsibility		Education Directors	
Review body		Education Scrutiny Committee	
Suite		Education	
Approval date		September 2023	
Review date		September 2025	
Version		V1	
Version	Date	Author	Note of revisions
V1	01/07/23	BBL	New policy [SB]



# Pupil Premium

## Overview

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## Statement of Intent

**AQUINAS Church of England Education Trust** (and its academies), believes 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 academy's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

### 1. **[UPDATED]** Legal framework

**[UPDATED]** 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 (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- **[UPDATED]** DfE (2022) 'What academies, free schools and colleges should 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'

This policy operates in conjunction with the following academy policies:

- Equality Information and Objectives Statement
- LAC Policy
- **[UPDATED]** School Website Policy
- **[UPDATED]** Pupil Premium Report and Impact Statement
- School Improvement Plan

## 2. Roles and responsibilities

The Trustees have delegated the responsibility for Remote Education and its implementation to the **Executive Headteacher**, **Headteacher** and **Head of School** (hereafter referred to as the **Headteacher**) of the Academy.

The **Trust Board** is responsible for:

- Approving and monitoring this policy.
- Maintaining robust oversight of the trust's financial affairs.

The **Education Directors** are responsible for:

- Liaising with the headteacher to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider School Improvement Plan.
- Scrutinising the academy's plans for, and use of, its pupil premium funding, including reading and reviewing the academy's Pupil Premium Impact Statement.

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 academy.
- Liaising with the governing board to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider School Improvement Plan.
- Working with the pupil premium lead to ensure the academy spends the PPG funding effectively and in a way which aligns with the academy's overall pupil premium strategy.



- Ensuring the academy publishes its Pupil Premium Impact Statement, as required.
- Ensuring the academy 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 academy's Records Management Policy.

The **pupil premium lead** is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the academy 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 academy'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 academy's own strategy.

### 3. PPG Allocation

**[UPDATED]** In line with government expectations the academy adopts the following definitions for PPG eligibility:

- **[UPDATED] Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **[UPDATED] NRPF:** pupils in households with no recourse to public funds (NRPF).
- **[UPDATED] LAC:** pupils who are looked after by the LA.
- **[UPDATED] PLAC:** pupils who have been adopted from care or have left care.
- **[UPDATED] 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 since 2016,
  - 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



**[UPDATED]** 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	<b>[Updated]</b> £1,385	<b>[New]</b> £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	<b>[Updated]</b> £985	<b>[New]</b> £1,035
Pupils who have been adopted from care or have left care, i.e. previously LAC	<b>[Updated]</b> £2,410	<b>[New]</b> £2,530
Children who are looked after by the LA, i.e. LAC	<b>[Updated]</b> £2,410	<b>[New]</b> £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	<b>[Updated]</b> £320	<b>[New]</b> £335

The academy will receive its PPG funding directly from ESFA.

**[UPDATED]** Allocations for 2022/2023 will be based on the October 2021 census.

## 4. Objectives

The trust 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

## 5. **[UPDATED]** How PPG is spent

**[UPDATED]** The academy will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- **[UPDATED]** For the benefit of pupils registered at the academy.



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

**[UPDATED]** 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 academy will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

**[UPDATED]** The academy 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:

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

## 6. Long-term strategy for success

The academy has a long-term strategy to ensure it maximises the use of PPG funding. The academy will adopt a long-term **three-year** strategic plan, aligned to the academy's wider School Improvement Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

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

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



When researching and implementing PPG use, the academy 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 academy 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.

## 7. A tiered approach to PPG spending

The academy 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 academy will **typically** 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 academy will **typically** 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 academy will **typically** spend the PPG on the following wider strategies:

- Behaviour support
- Breakfast club
- Attendance initiatives

## 8. Use of the LAC and PLAC premiums

The LAC premium will be managed by the LA's designated Virtual School Head [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 academy 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 academy. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the academy may choose to allocate an amount of funding to an individual to support their needs.

## 9. Example Interventions

The academy 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 teaching assistants
- 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 academy 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 academy 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 academy 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 academy may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

**Academies are encouraged to use the [EEF Pupil Premium Guide](#) to develop an effective strategy.**

## **10. [UPDATED] Use of the service pupil premium (SPP)**

The academy 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.

**[UPDATED]** 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
- **[UPDATED]** 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
- **[UPDATED]** 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.

The academy will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The academy 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 academy will not use the SPP to subsidise routine school activities.

## 11. 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 academy 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 academy will publish its strategy statement for using the PPG on the school website by the **31 December** utilising the DFE template: [Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium).

The academy 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.

The academy will publish a link to the [school and college performance tables](#) search tool, as well as the academy's individual performance tables page, on the school website.

## 12. Reporting

The headteacher will review annually 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 governing board.

The EEF's [DIY Evaluation Guide](#) may be used to measure the impact of the academy's spending.

Information regarding PPG spending will be published on the school website. The academy 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.



### 13. Pupil Premium Reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the academy 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 the Trust, Ofsted or the DfE, the academy will commission a pupil premium review.

The academy 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 academy to release them. Where costs are prohibitive, the academy will consider the use of a joint review with local schools. The academy may pay an additional cost for the brokerage service providing the reviewer.

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

**The need for an external pupil premium review is mitigated by the trust's programme of monitoring and focussed reviews of education.**

### 14. Overpayments

The academy will repay any overpayment of the PPG.

### 15. Monitoring and review

**[UPDATED]** This policy is reviewed on a **biennial** basis by the **Education Scrutiny Committee** and **Education Directors**. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **September 2025**.