



# Inspiring Brighter Futures

## MEADOWSIDE SCHOOL

# Pupil Premium Policy 2021/2022

Date policy last reviewed: 15<sup>th</sup> June 2021

Signed by:

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15.6.211

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## **Statement of Intent**

At Meadowside School, it is our intent 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 cohorts:

- 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.

#### **INTENT:**

The school has the following intent 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, personal development and lives of these pupils
- To work in partnership with the parents of pupils to collectively ensure pupil success

#### **Compliance with Legal framework:**

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'

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

- Equality Statement
- CLA Policy
- Whole-school Website Policy
- Pupil Premium Impact Statement
- School Improvement Plan

### **Implementation:**

Acknowledging the huge pressures schools are under, including the constraints of the COVID-19 Pandemic we have researched evidence-based approaches and have chosen to adopt high-impact strategies for maintaining the momentum of school improvement.

This will be built on by using Catch Up monies to research evidence based interventions to catch up pupil progress impacted by the pandemic.

## 1. Roles and responsibilities

### ❖ 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 head teacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Improvement 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.

### ❖ The head teacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium team 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 Improvement Plan.
- Working with the Business Manager, Data Officer, Learning Mentor and Bursar 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.

### ❖ The pupil premium team 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 head teacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents and Student Council, 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 head teacher 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 head teacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

❖ The teaching and learning team is responsible for:

- Embedding an ethos of attainment for all pupils - high aspirations and expectations for all.
- An unerring focus on high-quality teaching.
- 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.
- Identifying the main barriers to learning for disadvantaged pupils.
- Frequently monitoring the progress of every disadvantaged pupil.
- When a pupil's progress slows, putting interventions in place rapidly.
- Deploying the best staff to support disadvantaged pupils - developing the skills of existing teachers and teaching assistants.
- Collecting, analysing and using data relating to individual pupils and groups to inform strategic decisions.
- Evaluating the effectiveness of teaching assistants and, if necessary, improving this through training and better deployment.
- Using evidence (EEF) to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. High-impact, low-cost strategies include the following seven strands (with links to the Teaching and Learning Toolkit evidence):
  - Feedback (<http://bit.ly/2GqNPqX>).
  - Meta-cognition (<http://bit.ly/2FAZ2b0>).
  - Mastery learning (<http://bit.ly/2FzISPb>).
  - Reading comprehension (<http://bit.ly/2FOEqvr>).
  - Collaborative learning (<http://bit.ly/2pgw9pU>).
  - Oracy interventions (<http://bit.ly/2HyTpGO>).
  - Peer tutoring (<http://bit.ly/2paVIOo>).
- Consider the option of replacing some one-to-one support with small group work.

- Evaluating the effectiveness of interventions and making adjustments as necessary.
- Agreeing that when staff feedback on progress, they swiftly address misconceptions and give constructive advice on the next step, allow processing time and check the understanding of this with the pupils.
- In-depth training for all staff on chosen strategies.
- Teachers knowing which pupils are eligible for Pupil Premium.
- Using performance appraisal to reinforce the importance of Pupil Premium impact.
- Training governors on Pupil Premium.
- Having a senior team in charge of Pupil Premium spending and impact.

## **2. Longer-term strategy for success**

The school has a longer-term strategy to ensure it maximises the use of PPG funding. The school has, where possible adopted a long-term one to three-year strategic plan, aligned to the school's wider annual School Improvement Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium team 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, with the pupil premium team, governors, SLT, Pastoral Lead, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

Annual review and evaluation of impact informs the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults Student Council and local networks of similar schools to learn about effective practice in similar schools. When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring or small group work
- 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 school also chooses 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.

Examples:

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
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs



- Targeting English and Maths teaching for pupils who are not making expected progress
- Targeting pupils who require additional help to reach expected progress

The school 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 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

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

- Work experience opportunities
- Opportunities to lead sessions

### **3. A tiered approach to PPG focus**

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

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
- Consistency of a learning environment which is ready for learning

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

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

- Behaviour support
- Breakfast club
- Attendance initiatives
- Enrichment Activities

#### **4. Use of the CLA and PCLA premiums**

The CLA premium is managed by the LA's designated 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 school works with the VSH to ensure that funding allocation is as simple as possible.

The CLA premium is used to facilitate a wide range of educational support for CLA. 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.

PCLA premium is allocated directly to the school. CLA premium and PCLA 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.

## **5. Use of the service pupil premium (SPP)**

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.

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

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.

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

## **6. Pupil premium reviews**

If disadvantaged pupils are not meeting expected targets, 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.

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

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

In advance of the review, the school completes and submits a Pupil Premium Review Self-Evaluation Form.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **Resources:**

### **1. PPG allocation**

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
- **CLA and PCLA:** 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

For the financial year 2021 to 2022, grant allocations are unchanged, and 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
CLA as defined in the Children Act 1989 - children who are in the care of, or provided accommodation by, an English LA	£2,345
PCLA, 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

Meadowside School will receive its PPG funding from the LA. The Pupil premium Team have agreed with Governors to have a Premium consumables budget through petty cash for immediate access to funds to help avoid an individual going into crisis.

## 2. How PPG is spent

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

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.

### **3. Overpayments**

The school repays any overpayment of the PPG.

### **Equality Statement**

This policy reflects the Equality Act (2010). The basic principle behind the Act is that it is unlawful to discriminate against a person because of his/her/their:

- Disability
- Age
- Gender
- Race
- Sexual Orientation
- Religion or Belief
- Pregnancy or new motherhood
- Marriage/civil partnership
- Trans-sexuality

This school is committed to the Equality Agenda and we aim to achieve equality of opportunity by challenging and removing direct and indirect discrimination wherever it exists.

We welcome and value the contribution that a diverse community can offer, we aim to:

- Treat all people equally according to needs, irrespective of their race, colour, ethnic origin, religion or beliefs, gender, transgender, age, sexual orientation, physical, mental, sensory or learning disability, marital status or economic status or any other factor
- Not tolerate harassment or intimidation of any kind and will respond to all reports of harassment/intimidation
- Encourage all individuals to apply to us for employment. We value the differences amongst our staff and aim to use their differences in a positive way, towards meeting our vision
- Promote the school to parents and prospective pupils, welcoming diversity and offering personalised approaches, needs led, to meet the outcomes aspired to in the child/young person's EHCP and in accumulating cultural capital in preparation for the choices of adult life
- Be committed to ensuring that equality of opportunity underpins all our procedures, policies and work practises, supported with equal opportunities and diversity training for our staff and reinforced across the whole curriculum for our pupils.

At Meadowside, we will ensure that people with protected characteristics have the same opportunities as those without. We will not treat a pupil/staff member less favourably than others. We will make all reasonable adjustments to ensure that a pupil or member of staff is not placed at a disadvantage because of the nature of their protected characteristic.

## **Workload Impact Assessment**

See attached

## **Monitoring, Accountability and Reporting**

Individual targets, with measurable success criteria, 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.

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.

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

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

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.

The head teacher and SBM are responsible for reviewing this policy biannually.

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

The next scheduled review date is **June 2023**.

The head teacher 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 head teacher and the governing board.

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

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.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

### **APPENDICES:**

#### **Coronavirus (COVID-19) Updates:**

#### **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. We will follow the latest government guidance to which the school will have due regard for during the Coronavirus (COVID-19) pandemic. The information in Whole School Risk Assessment, (WSRA) is under constant review and will be updated to reflect any changes to government and local guidance as it is released.

### **Eligibility Extension:**

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.

### **On Accountability, Monitoring and Reporting:**

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.

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.

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

## Pupil Premium Reporting Template

Funding information	
Financial year	2021/2022
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Total PPG received	£
Number of pupils eligible for LAC and PLAC premium	
Total CLA and PCLA premium received	£
Number of pupils eligible for SSP	
Total SSP received	£
Summary of PPG spending in 2021/2022	
<p><b>Intent</b></p> <p>[Include our intent for the general use of the PPG, use of the CLA and PCLA premiums, and use of the SPP.]</p>	
<p><b>Summary of spending and actions taken</b></p> <p>[Include spending on all types of pupil premium and explain the reasoning behind our actions.]</p>	
Staff costs	£
Raising standards costs	£

## **Outcomes**

[Use data and anecdotal evidence to summarise how successful our spending has been overall. Include failures, as these will help you to reprioritise PPG spending going forwards.]

## Pupil Premium Review Self-Evaluation Form

### [Special schools] Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form:		Signature:		Date:	
Year:		Total PPG budget:		Date of most recent PPG review:	
Total number of pupils:		Number of pupils eligible for PPG:		Date for next internal strategy review:	
2. Current attainment					
<p>[Use our established M Assessment Schema in Evidence for Learning, (EfL). As part of our full strategy, we should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.]</p>			Pupils eligible for the PPG in the school	National average	
% achieving upper quartile (UQ) targets in communication					
% achieving UQ targets in mathematics					

% progress specific to school setting		
<b>3. Barriers to future attainment</b>		
Data sources that can help us identify barriers to attainment in our school include: <a href="#">Get Information About Schools (GIAS)</a> ; the Education Endowment Fund (EEF) <a href="#">Families of Schools Database</a> ; <a href="#">FFT Aspire</a> ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.		
<b>Academic barriers</b>		
[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]		
<b>A</b>		
<b>B</b>		
<b>C</b>		
<b>Additional barriers</b>		
<b>D</b>		
<b>4. Intended outcomes</b>		
<b>Outcome</b>		<b>Success criteria</b>

<b>5. Review of expenditure</b>				
<b>Quality of teaching for all</b>				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
<b>Targeted support</b>				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)

<b>Other approaches</b>					
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)	
<b>6. Planned expenditure</b>					
<b>Quality of teaching for all</b>					
Action	Intended outcome(s)	What is the evidence and	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?

		rationale for this choice?			
		<p>[Effective practice is to combine professional knowledge with robust evidence about approaches that are known to be effective. We may wish to consult external evidence sources such as the <a href="#">EEF Teaching and Learning Toolkit</a>, the <a href="#">National Foundation for Educational Research (NFER) report on supporting the attainment of disadvantaged pupils</a>, <a href="#">Ofsted's 2013 report on the pupil premium</a> and <a href="#">Ofsted's 2014 report on pupil premium progress</a>.]</p>			



<b>Total budgeted cost (£):</b>					
<b>Targeted support</b>					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<b>Total budgeted cost (£):</b>					
<b>Other approaches</b>					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?

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**Total budgeted cost (£):**

**7. Additional detail**

[Use this section to annex or refer to additional information which we have used to support the sections above.]