



# St Luke's School

## PPG Strategy Statement

### Use of PPG

### Use of PPG Plus Funding

**Date Reviewed:** September 2020

**Date Governing Body Approved:** Not Applicable

**Review Period:** Annually

**Staff Responsibility:** Jamie Caple, Stephen Hoult-Allen

**Date for Next Review:** By 30 September 2021



## St Luke's School Statement

Metric	Data
St Luke's School, The Blue Tangerine Federation of specialist and special educational needs schools.	Foundation Maintained Special School
Pupils in school	160
Proportion of disadvantaged pupils	January 2021: 67/160 (41.8%)  January Census 2020: 71 pupils <b>7 (39%) children (primary aged): £9,415.00</b> <b>64 (45%) children (secondary aged): £61,120.00</b>
Pupil premium allocation this academic year	£70,535 (2020/21)
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	August 2021
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jamie Caple
Governor lead	Andrew Summerskill

### Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

### 1. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In

addition, this policy refers to the DfE's information on what maintained schools must publish online.

## **2. Purpose of the grant**

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

## **3. Use of the grant**

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Improving online and remote learning provision
- Inclusion of PPG pupils in extra-curricular activities where they otherwise may not be able to as a result of their families' financial status
- Employing extra teaching assistants
- Running catch-up sessions for children who need extra help with maths or literacy
- Providing extra tuition where needed

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

## **4. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

### **Ever 6 free school meals (Ever6-FSM)**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant

guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### **Looked after children (LAC or, CLA)**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

#### **Post-looked after children (Post-LAC)**

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

#### **Ever 6 service children (Ever6-services)**

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **5. Roles and responsibilities**

**The Executive Headteacher, the Head of School and school leaders are responsible for:**

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

#### **Governors**

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy

- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

#### **Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

#### **Virtual school heads**


Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## **6. Monitoring arrangements**

This policy will be reviewed annually by the Head of School. At every review, the policy will be shared with the governing board.

Statement of Pupil Premium Grant (PPG) and Pupil Premium Grant Plus (PPG-Plus) Strategy					
 <b>St Luke's School</b>			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b> <b>LD-complex SLCN, MLD,SLD,PD, VI,HI,ASC</b>		
Academic Year: <b>Sep 2020 – Aug 2021</b>		<b>Financial Year Apr 2020 – Mar 2021</b> <ul style="list-style-type: none"> <li>PPG Primary 7 pupils (39% of 18chn)</li> <li>PPG Secondary 64 (45% of 142chn)</li> <li>PPG Deprivation 20/21 budget</li> <li>Carry Forward from 2019/20 Academic Year</li> <li><b>Total PPG Budget 20/21</b></li> <li>PPG Plus (CLA/Post-Adopt)</li> </ul>	£9,415.00 £61,120.00 <b>£70,535.00</b> £13,855 <b>£84,390.00</b> £11,00.00	<b>Date of most recent PPG Review</b>  <b>Dates for next internal review</b>	Sep 2020 Jan 2021  Apr 2021 Aug 2021
<b>Total number of pupils</b>	160	Number of pupils eligible for PPG Number of pupils eligible for PPG Plus	71		

2. Current attainment		
	<i>Pupils eligible for PPG</i>	<i>Whole School</i>
<b>% achieving targets in literacy</b>	<b>January 2020</b> PP % making expected progress: 81.2% PP % exceeding expected progress: 67.4%	<b>January 2020</b> Whole School % making expected progress: 80.9% Whole School % exceeding expected progress: 68.1%
<b>% achieving targets in numeracy</b>	<b>January 2020</b> PP % making expected progress: 78.3% PP % exceeding expected progress: 76.1%	<b>January 2020</b> Whole School % making expected progress: 79.1% Whole School % exceeding expected progress: 75.3%

3. Barriers to future attainment (for pupils eligible for PPG )	
<b>A.</b>	Academic performance and progress of PPG children nationally is typically lower than that of their non-PPG peers.

<b>B.</b>	Attendance of children with PP nationally is typically lower than that of their non-PP peers. (St Luke's data 2019-20: PPG have better attendance – a shift from below in 2018-20)
<b>C.</b>	Prevalence of SEMH at St Luke's greater in children with PPG than in the general school population (18% PPG vs 10% Non-PPG). This affects their ability to access their learning (e.g. 2019-20 data shows an average of 12.1 behaviour incidents recorded per PPG pupil vs 6.1 for non-PPG pupils), and therefore creates a barrier to their progress across the curriculum.
<b>D.</b>	Socio-economic disadvantage affects PP pupils' general experience, knowledge and cognitive development and can impact on their access to learning. Therefore, in school, additional support is necessary for both social and academic progress.

#### 4. Outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	To continue to develop teaching and learning across the school, with a focus on quality first teaching.	Progress of PPG children will be broadly equal to or better than non-PPG children across a range of subjects. Training supports individual pupils and staff for specific interventions to support progress in learning.
<b>B.</b>	To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Attendance figures for 2020-21 for the PP cohort are broadly equal to, or better than, the general school population, or the gap in attendance will be closed relative to the previous year.
<b>C.</b>	To improve provision for children with SEMH needs, to ensure they can better access learning by developing the social and emotional skills required for rapid progress. This will be through the further development of the 9 ¾ provision, including interventions and pastoral support.	Number of behavioural incidents across the PP cohort are broadly equal to, or fewer than, the general school population, or the gap in the numbers of incidents will be reduced when compared to previous data.
<b>D.</b>	To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Evidence from STAPPS of PP pupils making broadly equal or greater progress than non- PP children in PSD.
<b>PPG Plus</b>	<p>To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.</p> <p>To reduce gaps in learning as a result of the impact of being in care, made more complex sometimes through the child's SEND.</p> <p>To help the child self-regulate behaviours in order to access</p>	

	learning and develop friendships	
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5. Planned expenditure: £84,390.00 (September 2020 thro’ August 2021)				
A. Academic performance and progress of PPG children nationally is typically lower than that of their non-PPG peers.				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	Review? January 2021
To continue to develop teaching and learning across the school, with a focus on quality first teaching.	To provide appropriate staff with training in observing teaching practice, in order to provide more accurate feedback and to better facilitate staff development. £1,500	The quality of teaching and learning has a clear impact on the outcomes for all pupils across the school, and particularly for those children who are eligible for pupil premium funding, whose progress is typically less than that of children who are not eligible for the pupil premium.  By providing additional training in key areas, we seek to improve the quality and consistency of teaching and learning across the school, in line with our school development plan.	JC/SHA	Termly/ annually
	To provide staff with external training in identified areas of need to facilitate staff development. £15,000 (£3,000 per department)		JC/SHA/ HoDs	£80 R.Barclay Academy JP AT £142 RA Herts course £170 Induction course £119 NQT induction training £210 CP, KT CC Makaton
budgeted cost				£16,500

B. Attendance of children with PPG nationally is typically lower than that of their non-PP peers.				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	review
To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Use a reward system linked to attendance to provide an incentive for pupils and to raise the profile of the importance of good attendance. <i>£1,000</i>	We would like to provide students with additional motivation to achieve full attendance over the course of a given term or academic year, and equally provide parents/carers an incentive to ensure full attendance in order for their child to have access to the rewards.	JP	Termly/ annually

	<p>Employ an additional member of staff (0.5) as an Education Welfare Officer (Wendy)</p> <p>Estimated costs: £10,000</p>	<p>In ensuring that we have a dedicated member of staff with responsibility for liaising with parents regarding issues around attendance, working with them to access support and building relationships. They will take on responsibility for monitoring attendance on a day-to-day basis and liaising more closely with parents and work to support them to get their children back into school.</p>	JP	£9,958
<b>budgeted cost</b>				£11,000

**C.** Prevalence of SEMH at St Luke's greater in children with PPG than in the general school population (18% PPG vs 10% Non-PPG). This affects their ability to access their learning (e.g. 2019-20 data shows an average of 12.1 behaviour incidents recorded per PPG pupil vs 6.1 for non-PPG pupils), and therefore creates a barrier to their progress across the curriculum.

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	Review? <b>January 2021</b>
Ensure children can better access learning by developing the social and emotional skills required for rapid progress.	Employ support staff (Amber & Wendy & Anita) (2.0) to help deliver interventions and provide ad-hoc support for those most in need.  Estimated costs: 12 months TA: £40,000	Pupils experiencing emotional upsets or who have a lack of confidence and poor self-esteem often find engaging in learning difficult. Therefore we use a substantial amount of our funding on good quality interventions and pastoral support. By supporting the individual in this way we can either increase their engagement in school or at least limit the negative impact of any difficulties they may be having. In turn, this aids their academic performance.	RA/JP	Termly/ annually £39,832
	Fund a trained counsellor to deliver six sessions per week to targeted children (Safe Space)  Estimated costs: 11 months £9,500	Pupils with more significant needs than those outlined above, such as neglect, trauma, attachment issues, would benefit greatly from a trained counsellor to help support them to engage in learning more readily. Working with CAMHS/ PALMS, the MHEP trainees and other professionals to determine effective therapy engagement in the school to support the child access the provision and engage with others positively.	JP	Termly/ annually
	Provide relevant training for 9 ¾ staff to deliver appropriate interventions to support children's development. (including Rebound Therapy, Makaton, PECS, SCERTS, therapy courses, horticulture therapy, animal assisted therapy) Estimated costs: £3,000	Formal training will help to develop and expand the range and quality of interventions on offer by the 9 ¾ team. In turn, this will allow the team to support a greater number of children with a wider range of needs.	RA/JC	

	<p>Provide relevant training for all staff on the SCERTS approach.</p> <p>£1,200</p>	<p>As a school for children with learning difficulties, the predominant focus of our CPD typically relates to these needs. With the increasing prevalence of SEMH needs within the school, and particularly within the PP cohort, additional training for all staff on how to best support these pupils will be beneficial for all.</p>	JC	
	<p>Harpenden Plus Partnership – support for DSLs, children and families needing additional support</p> <p>£1,800 (annual cost)</p>	<p>Cost of joining social care support and early intervention support – Harpenden</p>		£1,800
<b>budgeted cost</b>				£55,500

D. Socio-economic disadvantage affects PP pupils' general experience, knowledge and cognitive development and can impact on their access to learning. Therefore, in school, additional support is necessary for both social and academic progress.				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	review January 2021
To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Meeting the shortfall in funding for school trips where parents or carers are unable to make the voluntary contribution.  Estimated costs: £3,260	Trips and visits are important part of personal, social and academic development. We feel that it is important to ensure that all children have access to such trips, and children who are eligible for pupil premium are less likely to have access to such trips outside of school time, and are therefore likely to benefit more from these opportunities.	J C r	Termly/ annually
budgeted cost				£3,260
Total budgeted costs				£71,410 -£84,390 (£12,980 planned contingency)
				-£52,311 (January 2021) £32,079

Pupil Premium Grant Plus (PPG-Plus)				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	review January 2021
<p>To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.</p> <p>To reduce gaps in learning as a result of the impact of being in care, made more complex sometimes through the child's SEND.</p> <p>To help the child self-regulate behaviours in order to access learning and develop friendships</p>	<p>Meeting the shortfall in funding for school trips where parents or carers are unable to make the voluntary contribution.</p> <p>Estimated costs: £1,000</p>	<p>Trips and visits are important part of personal, social and academic development. We feel that it is important to ensure that all children have access to such trips, and children who are eligible for pupil premium are less likely to have access to such trips outside of school time, and are therefore likely to benefit more from these opportunities.</p>	JP with JCr	Termly/annually
	<p>Employ support staff (Amber) (0.5) to help deliver interventions and provide ad-hoc support for those most in need.</p> <p>Estimated costs: 12 months TA: £10,000</p>		JP	£9,958.00
	<p>Mentoring/ protective behaviours training for staff working with identified children</p> <p>Estimated costs: £2,520</p>	<p>Identified in EHCP as a need. Identified by school staff as being a need. Working with colleagues to support the child (and others) with Protective Behaviours in order they understand their own actions and responsibilities.</p>	JP	Weekly behaviour monitoring. £825.00
budgeted cost				£1350

## 6. Review of expenditure and impact

Previous Academic Year		2019/20 (£63,305)		
A. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue to develop teaching and learning across the school, with a focus on quality first teaching.	To provide appropriate staff with training in observing teaching practice, in order to provide more accurate feedback and to better facilitate staff development. £1,500	<i>Success criteria</i> Progress of PP children will be broadly equal to or better than non-PP children across a range of subjects.	This training was postponed as a result of Covid-related disruption, and the trainer who had been booked not being able to come into school to work with middle leaders.	0 (carry forward £1,500)
	To provide staff with external training in identified areas of need to facilitate staff development. £1,500 Alban Federation Middle Leaders Training – twilights and on site meeting.	<i>Outcome</i> Progress data not yet available due to Covid-related school closures, and the need for extensive re-baselining of pupils across all subjects.	External training that took place over the year, including leadership training for all middle leaders, was identified as being impactful in developing practice. A bigger budget for this would be beneficial, and we will be looking to increase expenditure in this area in future years. <ul style="list-style-type: none"><li>Alban Federation SHA £93.95 +vat</li><li>Alban Developing leaders – Josh, Jacqui £150.00 +vat</li><li>Effective Middle Leaders – Amy, Hayley, Josh, Paula, Steph £425.00 +vat</li><li>Special Heads Conference £392.50</li><li>Gemma Harder Straight to teaching £4,500.00</li></ul>	£5,561.45 (£2,219 reallocated from section C) <b>Overspend £1842.45</b>
	To create additional time for staff teams to work on development of the new curriculum, in order to ensure timely completion of an appropriate curriculum in	Additional time for curriculum development has been helpful in moving the curriculum forward, and although there has been some disruption due to Covid, this level of investment will not be required for the next academic year.	0 (£1842.45 reallocated from above) <b>(carry forward £1157.55)</b>	

	all areas, through use of cover. £3,000			
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B. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Use a reward system linked to attendance to provide an incentive for pupils and to raise the profile of the importance of good attendance. £1,000	<i>Success criteria</i> Attendance figures for 2019-20 for the PP cohort and for the general school population are improved when compared to figures from 2018-19 (88.7% PP / 90.2% non-PP).	Due to significant disruptions relating to Covid, with schools closed to most pupils from March onwards, implementing a meaningful attendance reward system was not viable.	0 (carry forward £1,000)
	Employ an additional member of staff (0.5) as an Education Welfare Officer. £10,000	<i>Outcome</i> Attendance figures have improved for the PP cohort, relative to the general school population. This held true on a term-by-term basis throughout the year, with a final attendance of 89.4% for the PP cohort, and 86.4% for the non-PP cohort.	Staff member recruited to carry out work as an Education Welfare Officer as a part of their role had such demands on their time, associated with supporting children within school, that this was effectively re-allocated to provide top-up the support staff (in Section C) to 2.0.	£0 (reallocated section C)
C. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure children can better access learning by developing the social and emotional skills required for rapid progress.	Employ support staff (1.5) to help deliver interventions and provide ad-hoc support for those most in need. £30,000	<i>Success criteria</i> Frequency of behavioural incidents for target individuals will be reduced when compared to previous data.  <i>Outcome</i>	This was highly impactful in supporting children with SEMH difficulties, providing additional support for children at an earlier stage, and enabling an approach that is more proactive, rather than reactive. The amount of additional support funded through the Pupil Premium budget ended up being 2.0, rather than 1.5, due to within year reassessment of needs (as in Section B).	£39,432 (carry forward £568.00)

	Fund a trained counsellor to deliver six sessions per week to target children. £9,500	Of the 8 pupil premium identified as target children in autumn 2019, comparative data from autumn 2020 showed that 1 pupil had an increased number of behavioural incidents, but the other 7 saw quite significant reductions.	This support was disrupted by school closures, due to Covid, and the impact of these sessions was variable, with some children benefiting significant, and others less willing to engage.	<b>£2,392</b> <b>(carry forward £7,108)</b>
	Provide relevant training for 9 ¾ staff to deliver appropriate interventions to support children's development. £3,000		Rachel Andrew – sensory course £189.24 Attachment training – R Hayward G £150 Rebound Therapy - £450	<b>£789.24</b> (£2,210 reallocated to section A)
	Provide relevant training for all staff on working with children with SEMH £1,200		Training for staff was sourced without cost from the local authority, and was well received by staff, and supported development of their practice.	<b>0</b> <b>(carry forward £1,200)</b>
<b>D. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Meeting the shortfall in funding for school trips where parents or carers are unable to make the voluntary contribution. £2,600	<i>Success criteria</i> Evidence from STAPPS of PP pupils making broadly equal or greater progress than non- PP children in PSD, alongside other curriculum subjects.  <i>Outcome</i> Progress data not yet available due to Covid-related school closures, and the need for extensive re-baselining of pupils across all subjects.	Having funding available to support children to attend school trips, who otherwise would be unable to afford it, has been really helpful in offering all pupils a breadth of opportunities. This has particularly been the case with PGL, our residential trips which took place pre-Covid, which are often the first time that our children have spent the night away from home, and often result in huge leaps in confidence, self-esteem and social and independence skills.  £100 given to every class (18 classes) for materials and resources	<b>£1276.00</b> <b>Overspend £476</b>
			Total Spend	<b>£49,450.69</b> <b>-£63,305</b> <b>(carry forward £13,855)</b>

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# Appendices

## DfE Information 2019

### Free school meals

Schools get £1,320 for every primary age pupil, or £935 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years. From April 2020 the new rates will be:

- £1,345 per primary-aged pupil
- £955 per secondary-aged pupil

### Looked-after and previously looked-after children

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan. From April 2020, the new rate will be £2,345 per eligible pupil.

### Service premium

The service premium is not part of the pupil premium as the rules to attract the service premium are different. Schools get £300 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support. From April 2020 the new service premium rate will be £310 per head.

### Academically able pupils

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

## **Eligible schools**

### **Local authority-maintained schools**

This includes:

- all mainstream infant, primary, middle, junior, secondary and all-through schools serving children aged 5 to 16
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who do not go to a mainstream school

### **Academies and free schools**

This includes:

- all mainstream academies serving pupils aged 5 to 16
- academies for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who do not go to a mainstream school

### **Voluntary-aided-schools**

This includes voluntary-sector alternative provision schools with local authority agreement.

### **Non-maintained special schools**

This includes schools for children with special educational needs.

## **Use of the pupil premium**

It's up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment

## Tiered approach

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.

### Teaching

Schools arrange training and professional development for all the staff to improve the impact of teaching and learning for pupils.

### Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

### Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

## Non-eligible pupils

Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.

### Example

Schools can use the pupil premium to support other pupils, for example, if they:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

## Accountability

Schools must show how they're using their pupil premium effectively:

- by publishing an online statement
- through inspections by Ofsted
- through published performance tables

Pupil premium: effective use and accountability contains information on how schools are held to account.

Pupil premium conditions of grant explains which pupils are eligible to attract the pupil premium to their school.