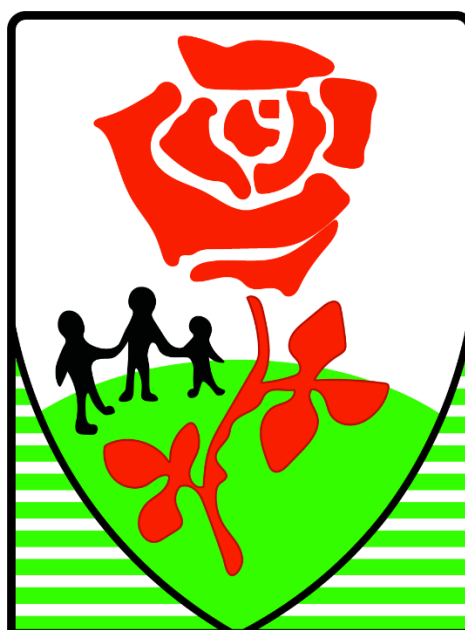


Rosehill School

Pupil Premium Policy



Key Personnel:	Headteacher and Deputy Headteacher
Policy written:	September 2023
Approved by Headteacher/ Governing Body:	Agreed at Full GB Meeting 19.10.2023
Date of Policy Review:	September 2024

Pupil Premium Policy

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Statement of intent - Our philosophy

At Rosehill School, we believe 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 key areas:

- Raising the attainment of disadvantaged pupils.
- Supporting pupils with parents in the armed forces.

We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the School Development Plan (See the schools 3-year plan). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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.

1. Legal framework

1.1. 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 (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 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'

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

- Equality Information and Objectives Policy
- LAC Policy
- **[Updated]** Pupil Premium Impact Statement
- **[Updated]** School Development Plan

2. Roles and responsibilities

2.1. 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 headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development 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

2.2. 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 school
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan
- with the pupil premium lead 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

2.3. The pupil premium lead 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 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 school’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 school’s own strategy

3. PPG allocation

3.1. The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils who are eligible for FSM, or have been eligible in the last six years.
- **NRPF:** pupils in households with no resource to public funds (NRPF).
- **LAC and PLAC:** pupils who are looked after by the LA. Or, pupils who have been adopted from care or have left care.
- **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.

For the financial year 2023 to 2024, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£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	£1,035
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,530
Children who are looked after by the LA, i.e. LAC	£2,530
Service children	Grant amount per pupil
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	£335

3.2. The school will receive its PPG from the LA.

4. Objectives

- 4.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 4.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 4.3. To address underlying inequalities, as far as possible, between pupils.
- 4.4. To ensure that the PPG reaches the pupils who need it most.
- 4.5. To make a significant impact on the education and lives of these pupils.
- 4.6. To work in partnership with the parents of pupils to collectively ensure pupils' success.

5. How PPG can be spent

- 5.1. The school will only spend PPG funding in line with the terms outlined within the conditions of the grant as outlined below:
 - For the 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 of pupils at the school
- 5.2. Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG 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.
- 5.3. **[Updated]** The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#)
- 5.4. Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

5.4. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

6. Our long-term strategy for success

6.1. The school has a long-term strategy to ensure it maximises the use of the PPG funding. The school has also adopted a long-term three-year strategic plan, aligned to the wider SDP, which contains the following considerations:

- High quality teaching (For example, CPD, recruitment and retention)
- Targeted Academic Support
- Wider Strategies to address non-academic barriers to success in schools (For example, related to attendance, behaviour, wellbeing)

6.2. In order to spend the PPG funding successfully, to improve achievements, we focus on the following:

- Carefully ringfencing the funding so that we always spent it on the target group of pupils
- Supporting the disadvantaged pupils to achieve the highest levels
- Ensuring that the PPG reaches the pupils who need it most; thoroughly analysing which pupils are underachieving and why
- Drawing on research evidence (i.e. [Education Endowment Foundation Toolkit](#)) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Ensuring high quality teaching, concentrating on the areas our pupils require as a priority
- Removing barriers to learning by providing targeted academic support
- Using achievement data frequently to check whether interventions are working, and adjusting accordingly
- Addressing non-academic barriers to attainment and providing wider strategies; providing a broad and balanced curriculum and specialist support for their emotional wellbeing in order to become resilient, engaged and independent young people who can self-regulate their own behaviour. Also, providing early intervention for pupils and their families
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Providing well-targeted support to improve parental engagement or links with families where there are barriers to a pupil's learning
- Having a clear policy on spending, agreed by governors and publicised on the school website

- Ensuring that class teachers and subject leads know which pupils are eligible for the PPG so that they can take responsibility for accelerating their progress
- Ensuring that teaching assistants are highly trained and understand their role in helping pupils to achieve
- Having a clear and robust performance management system for all staff
- Thoroughly involving governors in the decision making and the evaluation process
- Through careful monitoring and evaluation, demonstrating the impact of the spending on the outcomes for pupils

6.3. We conduct light-touch annual reviews to inform the plan and form the school's pupil premium statement.

6.4. We 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 priorities), 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.
- Raise aspirations through access to high-quality educational experiences.
- 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 wellbeing support.

6.5. We choose approaches that emphasise:

- Social understanding and communication, both with appropriate adults and with their 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 and confidence.
- 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.

7. A tiered approach to PPG spending

7.1. We 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

7.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Supporting early career teachers/ Apprentices
- Provision of resources

7.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Targeted teaching and Academic mentoring
- Small group sessions/ one-to-one support/ wider cultural experiences
- Social communication and practical life skills

7.4. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Therapeutic interventions
- Parental engagement – early help/ attendance/ mental health

8. Our implementation process

8.1. We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. The implementation process involves:

- Identifying a key priority that we can address and examining the fit and feasibility with the school
- Exploring appropriate programmes and practices and developing a clear, logical and focused plan
- Making practical preparations and planning for developing and sustaining the intervention

- Supporting staff through training and CPD with follow-on support
- Reviewing implementation practices and celebrating achievements, progress and impact

9. Use of the LAC and PLAC premiums

- 9.1.** The LAC premium is managed by the LA's designated VSH.
- 9.2.** The premium is used to benefit a pupil's educational needs as described in their PEP.
- 9.3.** To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 9.4.** The LAC premium is used to facilitate a wide range of educational support for LAC.
- 9.5.** 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.
- 9.6.** The designated teacher works with the VSH to ensure that all available funding is spent.
- 9.7.** PLAC premium is allocated directly to the school.
- 9.8.** LAC premium and PLAC premium are not 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.

10. Example interventions

- 10.1.** We may utilise the following achievement-focussed interventions:
- Providing targeted English and Maths teaching- one-to-one/small group tuition with an Academic Mentor- reading, problem solving
 - Additional teaching and learning opportunities using teaching support staff
 - Targeting pupils who require additional help with their SL&CN
- 10.2.** We may utilise the following teaching-focussed interventions:
- CPD sessions for staff, scheduled across the academic year
 - Staff and ECT training development programme delivered by internal and external experts
- 10.3.** We may utilise the following wellbeing-focussed interventions:
- Educational Psychology and one-to-one counselling sessions
 - Occupational therapy-based interventions

- Allocating funds to enable pupils to participate in enhanced enrichment activities

10.4. We may utilise the following communication-focussed interventions:

- Use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties
- Support for pupils to access a range of social communication experiences

10.5. We may utilise the following independence-focussed interventions:

- Travel training, home management activities
- Opportunities to access careers guidance

11. Use of the service pupil premium (SPP)

11.1. The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

11.2. 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 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
- They have a parent who is on full commitment as part of the full-time reserve service, or one who serving in the armed forces of another nation and is formally stationed in England

11.3. The school does not combine the SPP with any other form of PPG.

11.4. SPP spending is accounted for separately to any other form of PPG.

11.5. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- 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.

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

12. Accountability

12.1. The school has a clear policy for spending the Pupil Premium agreed by governors.

12.2. The Senior Leadership Team oversee the expenditure of the funding, the outcomes of interventions and overall impact.

12.3. We have a robust Performance Management process, linked to pupil outcomes and rigorous, moderated classroom observations and learning walks.

12.4. Staff are highly trained and understand the importance of specific targets for PP Pupils.

12.5. 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.

12.6. The school publishes its strategy, for using the pupil premium on the school website by 31st December <https://www.therosehillschool.com/pupil-premium-1/> and a link to the [school and college performance tables](#) and the schools' individual performance tables page.

13. Reporting

13.1. The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

13.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

13.3. The EEF's DIY Evaluation Guide is used to measure the impact of the school's spending.

13.4. Information regarding PPG spending is published on the school website.

13.5. 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.

14. Overpayments

14.1. The school repays any overpayment of the PPG.

15. Monitoring and review

- 15.1.** If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to release their full potential, the school will consider undertaking a pupil premium review to evaluate the strategy and identify ways to use the PPG more effectively.
- 15.2.** The headteacher, the Deputy Headteacher and School Business' Manager are responsible for reviewing this policy annually.
- 15.3.** This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.
- 15.4.** During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, increasing or ceasing the intervention as required.
- 15.5.** Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- 15.6.** The progress of pupils in receipt of the PPG is regularly discussed with teachers.
- 15.7.** Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned, and with regard to any new guidance and evidence of best practice.
- 15.8.** The Pupil Premium Strategy Statement is written yearly and reviewed. The Statements are published on the school website
- 15.9.** The next scheduled review date is September 2024.