

At Allanson Street, we belong, believe, aspire and achieve

Mission Statement

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Respect

Kindness

Resilience

Aspiration

Integrity

Pride

Courage

Independence



Pupil Premium Policy

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Introduction

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter. We believe that the highest possible standards can only be achieved through having the highest expectations of all of our children. We realise that children can face limited expectations based on their personal circumstances – this will not happen at Allanson Street. We understand that if we limit our expectations of our children, we will embed their disadvantage. Instead, we believe that barriers are there to be overcome.

Research and evidence demonstrates that outstanding achievement for disadvantaged pupils is possible. We intend to achieve it. We define ourselves not by the problems our children face but by our ambitions for them. We recognise that, to achieve these goals, some of our children will require additional support therefore we will use all of our available resources to enable them to reach their full potential both academically and socially, including the pupil premium grant.

We recognise that many of our children face barriers to their learning. The most prevalent barrier, which affects just over 50% of our children are the contextual factors associated with economic disadvantage. These factors include, but are not limited to:

- The negative impact on brain development and behaviour of living in stressful circumstances.
- Potentially limited exposure to language and vocabulary.
- Potentially limited expectations of success in school and wider life.
- Limited opportunity to engage in wider cultural experiences, learn from it and develop broad 'cultural capital'.

Through the right curriculum and excellent teaching year on year in all our classes combined with the effective spending of our PPG we aim for all children to make maximum progress so that they leave us feeling well equipped and confident to take the next steps in their learning journey.

Aims

This policy aims to:

- Provide background information about the pupil premium grant so 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

Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). 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](#).

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

The 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.

At Allanson Street we 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 they can reach their full potential.

Eligible pupils

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

- **Ever 6 FSM:** pupils recorded as eligible for FSM or have been recorded as eligible at any point in the last six years.
- **NRPF:** pupils with no recourse to public funds (NRPF) who are eligible for FSM under the extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded as 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
- **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)
 - 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 2023/2024 financial year PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as ‘Ever 6 FSM’	£1,455
Pupils in Year 7 to Year 11 who are recorded as ‘Ever 6 FSM’	£1,035
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,530
PLAC, 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	£2,530
Service children	SPP 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

Use of the grant

Our use of the pupil premium and activities align with the DfE’s ‘menu of approaches’. [guidance for schools leaders on using the pupil premium](#)

The disproportionately high impact of Covid-19 on the education of disadvantaged pupils makes pupil premium funding more important than ever. Our recovery premium will be used alongside our pupil premium funding and reported on as a single sum in our strategy statement.

The school has adopted a recommended long-term three-year strategic plan, set out on the template published by the government and updated on our Website by December 31st annually. This strategy is aligned to the school’s wider School Improvement Plan and, under the ESFA’s terms of the PPG, the school only spends the funding following the recommended 3-tiered approach described in the EEF’s pupil premium guide

- To support the quality of teaching, such as staff professional development;
- To provide targeted academic support, such as tutoring; and
- To tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Spending decisions will be informed by a range of evidence as outlined in the conditions of the grant.

Diagnostic assessment is crucial for understanding the specific elements of education that our children are finding challenging rather than performance in whole subjects and the EEF diagnostic assessment will be used to support this process.

In making decisions on the use of the Pupil Premium we will:

- Use latest evidence-based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the specific needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer. We know from evidence across the English school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

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 and other relevant professionals.
- A child-centred approach to assessment for learning.

Ensuring quality first 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

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 and Pastoral support
- The Rise and Shine breakfast club
- Attendance initiatives

[Use of the Looked After Child \(LAC\) and Post Looked After Child \(PLAC\) premiums](#)

The LAC premium is managed by the LA's designated Virtual School (VS).

The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan (PEP). To avoid any delays in providing support, the school works with the VS Head (VSH) to ensure that funding allocation is as simple as possible.

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

PLAC premium is allocated directly to the school. LAC premium and PLAC 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.

[Example Interventions](#)

The school may utilise the following achievement focussed interventions:

- Providing 1:1 and small group work with experienced L3 TAs to address specific knowledge gaps, misconceptions or diagnosed areas of educational difficulty e.g. dyslexia.
- Targeted reading catch up for children who are working below age related expectations.
- Targeted small group support for children who require additional help to reach age related expectations.

The school may utilise the following well-being focussed interventions:

- Free Rise and Shine breakfast club
- An annual 'cultural pathway' trip / activity for each year group.
- 1:1 and small group pastoral support.

The school may utilise the following language focussed interventions:

- Targeted vocabulary intervention for all pupils with significant gaps in oracy and communication skills.

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

Roles and Responsibilities

Role of Parents/Carers

Parents and carers are a vital and valued part of school life. We endeavour to work in close partnership to promote and encourage children's learning and development. We believe that all parents/carers have a fundamental role to play in helping children to learn.

Our 'Open Door' policy and use of Class Dojo and X (formerly known as Twitter) involves parents/carers in their children's learning and encourages strong links by:

- Sending information to parents/carers at the start of each term in which we outline the curriculum that the children will be following as well as ways they can support their child's learning.
- Sending weekly information regarding the learning opportunities undertaken and celebrating achievements.
- Providing parental workshops to develop an understanding of the curriculum on offer and support parents/carers in offering help to their children at home.
- Providing shared learning experiences for children alongside parents/carers to strengthen relationships between school and home.
- Sending annual reports to parents/carers in which we explain the progress made by each child and indicate how the child can improve further.
- Holding parents' evenings which provide an opportunity to discuss the progress that children are making and ways they can further support their children.
- Opportunities to celebrate children's achievement through assemblies and performances throughout the year.

We believe that parents/carers have the responsibility to support their children in their learning and ask parents/carers to:

- Do their best to keep their child healthy and fit to attend school.
- Ensure that their child has the best attendance and punctuality possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Take all steps possible to ensure that children have had a good night's sleep and have eaten breakfast.
- Ensure that their child is supported with homework and remote learning activities when necessary.
- Listen to their child/ren read at least 3 times per week.
- Read communication sent from school and respond appropriately, including that sent via Class Dojo.
- Be supportive of the school values and promote them at home.
- Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary.
- Inform school of any changes in circumstances which may influence a child's learning or behaviour.
- Have high aspirations for their children which they voice frequently.
- Promote a positive attitude towards school and learning in general.
- Proactively seek our support if they are struggling to meet their child's needs.

Role of Governors

- 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.

Role of Headteacher

- 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.
- Working 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.

Role of PP Lead

- 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.

Accountability

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and the SEND Lead at termly year group progress meetings.

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 statement for using the PPG on the school website by the 31st December utilising the DfE template.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

Reporting

The headteacher 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 headteacher and the governing board.

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.

Parents of all pupils, including those in receipt of PPG, receive details of the pupil's academic progress and behaviour in their end of year reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil Premium reviews

If disadvantaged pupils are not meeting expected levels, 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.

A pupil premium review will also be commissioned if requested by Ofsted, the LA, or the DfE.

Overpayments

The school repays any overpayment of the PPG.

Monitoring and review

The Headteacher, PPG Lead and SBM are responsible for reviewing this policy annually.

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