



# **Launceston College**

*A Multi Academy Trust*

## **Pupil premium policy**

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<b>Ratified by</b>	<b>Principals' Working Group</b>
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<b>Review date</b>	<b>October 2021</b>

# PUPIL PREMIUM

## Supporting the education of disadvantaged students

### 1. POLICY STATEMENT

Launceston College Multi-Academy Trust is fully committed to ensuring that in all our academies we have the highest expectations for learners. We recognise that some students from disadvantaged backgrounds will require additional support to meet these expectations and will use all available resources to ensure that they reach their full potential. This includes the funding provided by the pupil premium grant.

### 2. LEGAL FRAMEWORK

2.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'.

### 3. PUPIL PREMIUM ALLOCATION RATES

3.1 For the financial year 2020 to 2021, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by a LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£2,345

Service children	Grant 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

#### 4. AIMS AND OBJECTIVES

4.1 This policy outlines the ways in which schools and colleges in the Trust will utilise the funding provided by the pupil premium grant and the ways in which its expenditure are evaluated, quality assured and monitored by the local governing bodies and accountable to the trustees.

The objectives of this policy are:

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

#### 5. HOW THE PUPIL PREMIUM GRANT CAN BE SPENT

5.1. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school or college, i.e. for the educational benefit of pupils registered at the school or college
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school/college or their families.

5.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

#### 6. MAXIMISING IMPACT

6.1 We ensure we get value from the pupil premium grant by:

- Assigning a pupil premium lead within each school or college 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 or college budget
- Account for the spending of all PPG and sharing with stakeholders via school or college websites

- Determining the individual need of each pupil eligible for the PPG.
  - Evaluating the impact of all PPG expenditure at the end of each academic year and using outcomes to plan future strategy.
- 6.2. A long-term three-year strategic plan is written for each school or academy which is aligned to the wider development plan. Each takes into account the following considerations:
- Expenditure
  - Recruitment
  - Teaching practice
  - Staff development
- 6.3. Evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit are used to determine the best use of the funding in each school or college.
- 6.4. The EEF's Families of Schools Database is used to research effective practices in similar educational settings.
- 6.5. Each school or college focuses on strategies that:
- Are individually tailored to the strengths and needs of each pupil
  - Are consistent (based on agreed core principles and components), but also flexible and responsive
  - Are evidence-based
  - Are focused on clear short-term goals providing opportunities for pupils to experience success
  - Include regular, high-quality feedback from teaching staff.
  - Support pupil transition through the stages of education
  - Raise aspirations through access to high-quality educational experiences
  - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 6.6. Strategies in all schools or colleges emphasise:
- Relationship-building, 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 resilience
  - Relevance to the learner – the approach relates to pupils' interests and makes success matter to them
  - A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH), and other relevant professionals.

## **7. A TIERED APPROACH TO PPG SPENDING**

- 7.1 Schools and colleges operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:
- Teaching
  - Targeted academic support
  - Wider strategies.
- 7.2 Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we will use PPG to:
- Fund staff professional development
  - In recruitment and retention
  - Support early career teachers.
- 7.3 Evidence shows that targeted support has a positive impact on preparing students for their next steps in employment or education. It is therefore a key component of effective PPG use. Therefore PPG is used to fund:
- Structured interventions
  - Small group tuition
  - One-to-one support.
- 7.4 Wider strategies are used to overcome non-academic barriers to success. PPG is spent on wider strategies which may include:
- Behaviour and pastoral support
  - Resource provision
  - Attendance initiatives
  - Increased access to experiences that enhance the cultural capital and resilience of students in receipt of the PPG.

## **8. LAC AND PLAC PREMIUMS**

- 8.1 The LAC premium is managed by the LA's designated VSH.
- 8.2 The premium is used to benefit a pupil's educational needs as described in their PEP.
- 8.3 To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 8.4 The LAC premium is used to facilitate a wide range of educational support for LAC.
- 8.5 Each school/college has a LAC designated teacher who will work with carers and other agencies to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
- 8.6 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.

- 8.7 The designated teacher works with the VSH to ensure that all available funding is spent.
- 8.8 PLAC premium is allocated directly to the school.
- 8.9 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.

## **9. USE OF SERVICE PUPIL PREMIUM (SPP)**

- 9.1 The SPP is provided to allow the school/college to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.
- 9.2 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 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.
- 9.3 The school/college 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
  - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting
  - School/college 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.
- 9.4 The school/college does not use the SPP to subsidise routine school activities.

## **10. ACCOUNTABILITY**

- 10.1 Academic 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.
- 10.2 The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

10.3 Schools and colleges are held to account for the spending of PPG through the focus in OFSTED inspections.

10.4 All schools and colleges publish their strategy for using the PPG on their websites.

## **11. REPORTING**

11.1 The Principals report annually to the local governing body on how effective PPG spending has been and what impact has been made. This will be reported to the trustees by the chair of the local governing bodies.

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

11.3 Information regarding PPG spending is published on school or college websites.

11.4 For parents of pupils in receipt of PPG, details of the pupil's academic report 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.

## **12. PUPIL PREMIUM REVIEWS**

12.1 If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school or college will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

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

## **13. EXAMPLE INTERVENTIONS**

13.1 It is recognised that not all students eligible for Pupil Premium funding will be in receipt of Pupil Premium interventions at any given time.

13.2 The senior leadership team of schools and colleges will regularly evaluate the progress of all students in receipt of Pupil Premium funding in order to identify students who would benefit from interventions that best suits their need.

13.3 The following examples of achievement focused interventions may be used:

- One-to-one and small group work 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 below age-related expectations

- Targeting pupils who require additional help to reach age-related expectations.

13.4 The following examples of teaching focused interventions may be used:

- Calendared CPD sessions for staff
- Online career development programmes delivered by external experts
- Bespoke training and support for NQT's and RQT's

13.5 The following examples of well-being focused interventions may be used:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities.

#### **14. Links to other policies**

- Designated teacher of looked after and previously looked after children
- Equality, information and objectives.

#### **15. COVID-19 appendix**

15.1 As a result of the impact of the spring/summer closure on the most vulnerable pupils, specific planning has been focused on assessing the needs of these pupils after lockdown.

15.2 In response to this assessment, schools and colleges have introduced specific measures to ensure that the social, emotional and educational needs of all students, including those in receipt of PPG are met. This includes planning for further periods of remote education. These plans have been closely linked to the school/college spending plans for the national 'Catch Up' funding provision.