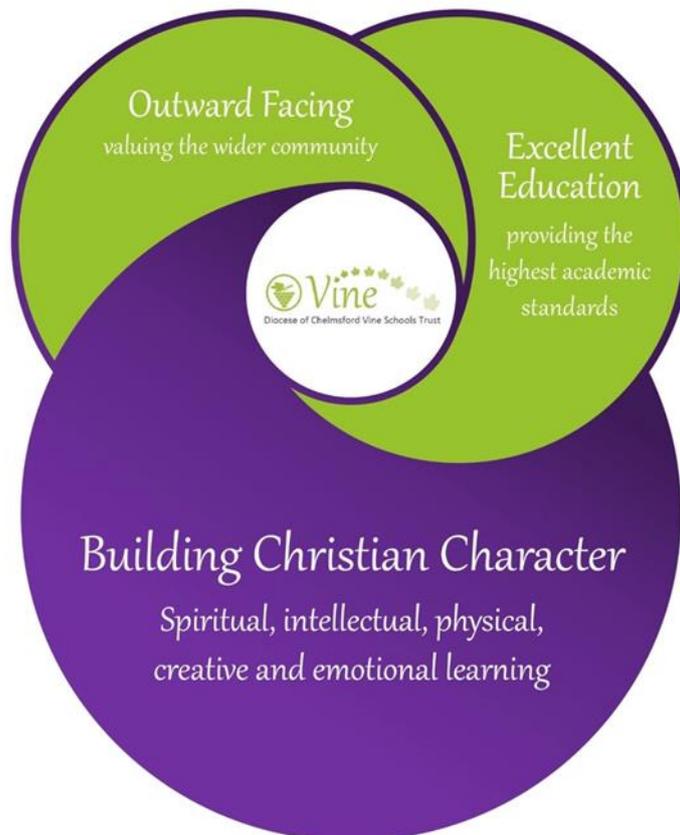# Pupil Premium Policy

> **"I am the vine; you are the branches.**
> **If you remain in me and I in you, you will bear much fruit"**
> **(John 15:5)**

This is a model policy for all Vine schools that has been reviewed and adapted for Bulphan C of E Academy

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Approved by Vine Schools Trust on:	Spring 22
Adopted by this school on:	Spring 22
Next review:	Summer 24

Vine
Diocese of Chelmsford
Vine Schools Trust

Vision & Values

V   **V**aluing every person
I   **I**nspiring great teaching
N   **N**urturing academic excellence and **Christian Character**
E   **E**xcelling, unlocking great potential

Outward Facing
valuing the wider community

Excellent Education
providing the highest academic standards

Vine
Diocese of Chelmsford Vine Schools Trust

Building Christian Character
Spiritual, intellectual, physical, creative and emotional learning

Contents

Source: Essex Guidance, EEF, GOV.UK
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1. Introduction

Our Vision for Bulphan C of E Academy

At Bulphan we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do, preparing them for life's journey.

'God's word is a lamp to guide our feet and a light for our path'
Inspired by Psalm 119:105

The attainment gap is the most stubborn test facing English schools and the Pupil Premium gives additional public funding to schools in order to close this gap. The idea that it can be solved simply by spending more is beguiling but unrealistic. If extra money is all the Pupil Premium is about, it is doomed to fail, particularly in a period of wider financial constraint.

The Pupil Premium represents much more. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority for our system. This clarity is the Pupil Premium's greatest strength.

Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed. Used with care and commitment, the Pupil Premium is one of the best bets we have.

Sir Kevan Collins Chief Executive Education Endowment Foundation (EEF)

Introduced in 2011**,** the pupil premium is a sum of money given to schools each year by the Government to support schools in improving the attainment of disadvantaged children**.**

This is based on research showing that children from low income families perform less well at school than their peers.

Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. The intended impact of this funding is to accelerate progress and raise attainment of these groups.

2. Eligibility
- Primary schools are given a pupil premium for children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible for six years after they stopped qualifying for free school meals
- Children in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child - arrangements order or a residence order
- Children recorded as being from service families

3. School Responsibilities

- Identifying the funding received through the Pupil Premium in the development and budget plans.
- Informing the Trust Board by reporting to the Local Schools Board (LSB) through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending on children in receipt of PPG
- Publishing a Pupil Premium Strategy Statement within the given time frame on the VST school website. (see Appendix A)
- Ensuring that where there are children eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment raises aspirations beyond age related expectations. (These children must be clearly identified on the school's tracking system so that evidence of their performance is clear).
- Closely analysing performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all children, including those entitled to benefit from the Pupil Premium.
- Evaluating and monitoring Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

4. Priorities

The key priority is to maximise achievement for children in receipt of Pupil Premium by identifying, implementing and evaluating strategies to support

- the development of strong learning skills
- personal wellbeing
- improving attainment
- reducing gaps
- accelerating progress
- improving attendance
- extending and enriching opportunities and experiences
- improving engagement with families
- removing barriers

5. Provision

Each VST school will carefully consider the needs of the children who receive PPG funding, as they are best placed to identify what would be of most benefit to the children who are eligible. The resulting strategy for how the PPG funding is used is clearly documented and is regularly evaluated (at least termly) to ensure that the strategy is impacting positively on eligible children.

All VST schools consider a tiered approach to Pupil Premium spending in order to balance approaches to improving teaching, targeted academic support and wider strategies, as recommended by the EEF.

Tier 1 – Teaching
VST schools are committed to achieving consistently high quality of teaching. Ensuring effective teaching and opportunities to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. This might include professional development, training and support for early career teachers and recruitment and retention. Quality First Teaching and ensuring that the school has consistently inclusive classrooms supports Tier 1.

Tier 2 - Targeted academic support
Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Tier 3 - Wider strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common

between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Strategies may include
- Extra one-to-one tuition or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.

- Investing in resources that boost children's learning, such as laptops or tablets.
- Family Learning Projects
- Providing experiences to broaden horizons and raise aspirations
- Regular CPD for teachers and Teaching Assistants
- A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals

6. Monitoring
- The Trust Board and Local Schools Boards (LSBs) have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.
- PPG provision is monitored closely within each VST School. Regular pupil progress meetings support evaluation of impact of strategies on children's outcomes and wellbeing and identify where strategies may need adapting.
- External Pupil Premium reviews may be implemented but the VST or requested by schools that identify the need for further support.
- Individual Case Studies and work samples support evaluation of progress over time.

7. Reporting
- The Headteacher will produce regular reports/action plans for the LSB. These will include:
    - The progress made toward maximising achievement for children eligible for Pupil Premium.
    - An outline of the provision and the impact of this provision on maximising achievement.
    - Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

- The LSB will ensure that there is an annual Strategy statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements and timescales published by the Department for Education and published on the school website. To comply with School Information regulations, schools are required to publish a pupil premium strategy statement annually, or if a multi-year strategy is used,(3 years is recommended), this must be reviewed annually before Dec 31st.

- All schools must use the template available on GOV.UK to publish their strategy statement. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

- Schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:
  - support the quality of teaching, such as staff professional development;
  - provide targeted academic support, such as tutoring; and
  - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Covid Appendix

In light of the impact of the Covid lockdown on the most vulnerable pupils specific planning has been focused on assessing the needs of these pupils after lockdown, and ensuring that additional measures to meet their needs are in place, emotionally, socially and academically (including planning for remote learning in the future). These plans have been closely linked to the school's plan for implementing the national 'Catch Up' funding provision in our whole school Learning Enhancement Plan.

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

1. Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	*Add or delete rows as needed*
2	
3	
4	
5	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Add or delete rows as needed	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.