

# High Tunstall College of Science



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## Pupil Premium Policy

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Stakeholder Consulted	-	Assessment and Curriculum Committee
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Responsibility for Review	-	Deputy Headteacher (Students)

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## **Statement of intent**

At High Tunstall College of Science, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some students from disadvantaged backgrounds require additional support; therefore we will use all the available resources to help them reach their full potential, including the pupil premium grant (PPG).

The pupil premium grant (PPG) was created to provide funding for two separate policies:

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

This policy outlines the amount of funding available, the college's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

## 1. Legal framework

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

- The Children Act 1989
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2021) 'Pupil premium: allocations and conditions of grant 2021 to 2022'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2021) '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 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'
- DfE (2020) 'Coronavirus (COVID 19): school and college accountability 2020 to 2021'

This policy operates in conjunction with the following college policies and documents:

- Equality Information and Objectives Policy
- LAC Policy
- College Development Plan

## 2. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the college meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the college's financial affairs.
- Liaising with the Headteacher to ensure the college's strategies and activities regarding pupil premium align with the college's wider College Development Plan.
- Scrutinising the college's plans for, and use of, its pupil premium funding, including reading and reviewing the college's Pupil Premium Action, Plan, Spend and Funding document (Pupil Premium Impact Statement).

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 college.
- Liaising with the Governing Body to ensure the college's strategies and activities regarding pupil premium align with the college's wider College Development Plan.
- Working with the pupil premium lead to ensure the college spends the PPG funding effectively and in a way which aligns with the college's overall pupil premium strategy.
- Ensuring the college publishes its Pupil Premium Action, Plan, Spend and Funding document (Pupil Premium Impact Statement), as required.
- Ensuring the college meets the requirements to publish information regarding the PPG on the college website, as required.
- Ensuring the college census is completed accurately.
- Ensuring personal data of students eligible for the PPG is stored, processed and shared in line with the college's Records Management Policy.

The Pupil Premium Lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the college spends its PPG funding to provide support to all eligible students.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Action, Plan, Spend and Funding document (Pupil Premium Impact Statement).
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the college'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 student to support their academic and personal progress at the college.
- In combination with the Headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the college's own strategy.

### 3. PPG allocation

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

- **Ever 6 FSM:** students recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.
- **NRPF:** students with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM

- **LAC and PLAC:** students recorded in the October 2020 census who are in the care of an English LA, or students recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order.
- **Ever 6 service children:** students recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census.

For the financial year 2021 to 2022, grant allocations are as follows:

Disadvantaged students	PPG amount per student
Students in Year 7 to Year 11 recorded as 'Ever 6 FSM', including those who are eligible NRPf students	£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 an LA in England or Wales because of adoption, a special guardianship order, or a child arrangements order (previously known as a residence order)	£2,345
Service children	Grant amount per student
Any student in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

The college will receive its PPG funding from the LA.

## 4. Principles

- We ensure that teaching and learning opportunities meet the needs of all of the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- We ensure that additional educational support is provided to raise the achievement of students in receipt of PPG and narrow the gap between the educational achievement of these students and their peers.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the college has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. PPG funds will reach the students who need them the most. Use of funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- Pupil Premium funding will be used to make a significant impact on the education and lives of these students and we will work in partnership with the parents/carers of these students to collectively ensure their success.

## **5. Objectives**

The college has the following objectives with regards to its use of the PPG:

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

## **6. How PPG is spent**

Under the ESFA's terms of the PPG, the college only spends the funding in the following ways:

- For the purposes of the college, i.e. for the educational benefit of students registered at the college.
- For the benefit of students registered at other maintained schools or academies.
- On community facilities whose provision furthers any benefit of students at the college.

If the college has not spent the PPG within the financial year in which it was allocated, the college will carry the remainder forward to the following financial year. When the college carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

## **7. Our long-term strategy for success**

The college has a long-term strategy to ensure it maximises the use of PPG funding. The college has also adopted a long-term three-year strategic plan, aligned to the college's wider College Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice

- Staff deployment

As part of its strategy, the college maximises the use of the PPG by:

- Assigning a pupil premium lead 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 college's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each student in receipt of the PPG.

The college conducts lighter-touch annual reviews to inform the strategic plan and form the college's Pupil Premium Action, Plan, Spend and Funding document (Pupil Premium Impact Statement).

The college explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The college consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The college makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the college focuses on approaches that:

- Are individually tailored to the strengths and needs of each student, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for students to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via student's personal education plans (PEPs).
- Support students' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each student's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at college, by supporting good attendance and behaviour and providing social and emotional support.

The college also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with students' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing students' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to students' interests and makes success matter to them.
- A joined-up approach involving the students' social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

## **8. A tiered approach to PPG spending**

The college operates 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

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the college 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 college 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 college spends the PPG on the following wider strategies:

- Behaviour support
- The breakfast offer
- Attendance initiatives

## **9. Use of the LAC and PLAC premiums**

The LAC premium is managed by the LA's designated virtual school head (VSH).

The premium is used to benefit a student's educational needs as described in their PEP. To avoid any delays in providing support, the college works with the 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 student's needs and to determine how to use the premium to support each student effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the college. LAC premium and PLAC premium is not treated as personal budgets for individual children; however, the VSH and the college may choose to allocate an amount of funding to an individual to support their needs.

## **10. Example interventions**

The college may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address students' 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 students who are below age-related expectations
- Targeting students who require additional help to reach age-related expectations
- Additional teaching and learning opportunities provided through the Independent Learning Hub, Higher Level Teacher Assistants (HLTAs) or after college tutoring
- Pupil Premium resources may also be used to target able children on FSM, supporting them to achieve their potential and tackle the non-attendance of students who are eligible for FSM

The college may utilise the following teaching focussed interventions:

- A CPD slot for staff
- A termly teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

The college may utilise the following wellbeing focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable students to participate in extra-curricular activities and visit opportunities

The college may utilise the following communication focussed interventions:

- Vocabulary interventions for students with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for students to access a range of offsite trips and experiences

The college may utilise the following independence focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

## **11. Use of the service pupil premium (SPP)**

The college uses the SPP to give pastoral support to service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

Students qualify for the SPP if they meet 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 student 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 college does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The 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 student and their deployed parents, such as introducing a 'Video call club'.
- Helping students to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the student when they join a new school as a result of a new posting.
- College trips specifically for service children, such as military specific trips that allow students to join a wider community and better understand the role their service parent plays.

The college does not use the SPP to subsidise routine college activities.

## **12. Accountability**

Individual targets are set for each student in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of students in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged students in receipt of the PPG. The college 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 college publishes its strategy for using the pupil premium on the college website.

The college publishes the updated PPG strategy annually, in line with its statutory duties.

The college publishes a link to the school and college performance tables search tool, as well as the college's individual performance tables page, on the college website.

### **13. Reporting**

The Headteacher reports annually to the Governing Body and parents/carers 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 Body.

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports to the Governors Assessment and Curriculum Committee on:

- The progress made towards narrowing the gap for socially disadvantaged students and strategies/resources being employed to achieve this. It will be the responsibility of the Chairperson of the Assessment and Curriculum Committee to ensure that this information is made known to the Full Governing Body.

The Governors of the College will ensure that there is an annual statement to parents/carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged students. This task will be carried out within the requirements published by the Department for Education. Information regarding PPG spending is published on the college website. The annual "Pupil Premium Action, Plan, Spend and Funding document" (Pupil Premium Impact Statement) is available to view via the college website.

This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these students.

For parents/carers of students in receipt of PPG, personal information is sent home in students' progress reports. The college also regularly informs on the development of additional or alternative strategies and interventions to further improve the attainment of these students.

### **14. Pupil premium reviews**

If disadvantaged students are not meeting expected levels, or slow progress means they are failing to realise their full potential, the college will consider undertaking a

pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

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

The college undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged students.

The cost of the review will reflect the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the college considers the use of a joint review with local schools. The college may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the college completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form.

At the end of the review, the college will have an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **15. Overpayments**

The college repays any overpayment of the PPG.

## **16. Monitoring and review**

The Deputy Headteacher, Headteacher and Governing Body are responsible for reviewing this policy annually.

The next scheduled review date is April 2022.

# **Appendix 1 – Coronavirus (COVID-19): Effects of the Pandemic on the PPG**

## **Statement of intent**

We understand that we face a time of great uncertainty and, as a college, we are doing all we can to provide clarity to the college community. This appendix includes the latest government guidance to which the college will have due regard for during the coronavirus (COVID-19) pandemic. The information in this appendix is under constant review and will be updated to reflect any changes to government and local guidance as it is released.

### **1. Accountability**

Due to the impact of the pandemic on assessments and exams during 2020/2021, the college will not be held to account on the basis of any assessment data from the 2020/2021 academic year.

The college will not be required to publish any educational performance tables for the 2019/2020 or 2020/2021 academic year, at any phase, and all organisations working with the college will use data from previous years when assessing pupil performance.

### **2. Eligibility extension**

Under the temporary coronavirus (COVID-19) extension to FSM eligibility, students with no resource to public funds (NRPF) are eligible for FSM, and therefore, the PPG, even if they are not recorded on the school census as eligible for FSM.

### **3. Monitoring and review**

The Headteacher will review this appendix on a termly basis, or in response to an update to current government guidance.