



Our Pupil Premium Guide

Contents

Definition:	3
Identifying Pupil Premium and Pupil Premium Plus Pupils.....	3
Barriers & Desired Outcomes	3
Writing an Annual Strategic Plan	4
Evaluating the Annual Strategic Plan	4
Cycle of Planning, Processes and Evaluation	4
Our Provision Menu	5
Roles and Responsibilities.....	6
Appendix 1:	7

Definition:

The Pupil Premium Grant (PPG) is additional funding given to schools to enable them to support pupils, who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), those who are Looked After or in Care (LAC) and those pupils whose parent/s currently serve in the armed forces.

Identifying Pupil Premium and Pupil Premium Plus Pupils

PPG funding came about because analysis of data showed a gap in performance between disadvantaged pupils and others. The money given to school is given for the school to spend how they like, however, they have to evidence that it is making a difference in terms of pupil outcomes and attainment.

At The Palmer Academy, on admission, all parents are required to fill in a form including details of their national insurance number. Using this information the school can identify any children who are eligible for free school meals. The office staff add this detail to the electronic pupil files.

Any children who are adopted or looked after by family members as part of a SGO (special guardianship order) have additional funding allocated to them. These details are also kept on their electronic file.

It is important that the electronic files are kept up to date as these provide the information for how much funding the school will get.

At The Palmer Academy we check pupil records three times a year, in Autumn 1, Spring 1 and Summer 1.

Barriers & Desired Outcomes

In order to be strategic in spending the allocated funding, schools need to be able to identify the barriers preventing a child achieving age expected outcomes in literacy and numeracy.

At The Palmer Academy we use an identifying barriers tool (see appendix.)

We look at attendance data, behaviour and attitudes to learning, social care needs, attainment in speaking and listening/literacy/numeracy and exposure to life experiences.

This is because as a school we have identified that the main barriers to future attainment specifically faced by our community are:

A.	Low speech and language skills on arrival to school
B.	Low baseline assessment across all areas on arrival to school
C.	Undeveloped social and emotional skills
D.	Poor attendance and punctuality
E.	High percentage of PPG pupils who are also SEND
F.	Unsupportive home learning environments and lack of aspiration
G.	Narrow experiences

Writing an Annual Strategic Plan

Analysis of the information found using the school tool forms the basis for the annual strategic plan which links the known historical barriers and trends identified to targeted, quality teaching for all and other approaches. (see provision map and cost)

At The Palmer Academy, once the approach is chosen and the rationale for the choice identified, the staff lead decides how they will ensure it is implemented well. Each lead writes their part of the plan.

The school designated lead makes sure the document is complete and posted on the school website.

Evaluating the Annual Strategic Plan

The strategic plan needs to be evaluated annually against the progress and attainment of the pupils targeted. The schools disadvantaged pupils' data is compared to national results. The effectiveness of the targeted, quality teaching for all and other approaches is measured via hard and soft data. This is the responsibility of the staff lead for that agreed approach. The designated lead ensures the evaluations are completed and pulls together the findings to inform future strategies and strategic spending. They ensure the evaluation is posted on the school website.

At The Palmer Academy, an SLT meeting is allocated every half term to evaluate each approach against progress and attainment data.

Cycle of Planning, Processes and Evaluation

Summer 1	<ul style="list-style-type: none"> Teachers and support staff complete the TPA Pupil Premium Toolkit to identify individual needs. Trends, patterns and provision is planned for the next academic year. Pupil details are updated in time for the census – ensuring casual admissions and changes in care arrangements are noted.
Summer 2	<ul style="list-style-type: none"> Pupil progress meeting evaluates the impact of provision through the progress and attainment of targeted pupils SLT finalises the evaluations of the annual plan The new annual plan is drafted
Autumn 1	<ul style="list-style-type: none"> Pupil details are updated in time for the census – ensuring casual admissions and changes in care arrangements are noted. SLT finalises the annual plan Annual strategy is on the website Information if sent home to PPG parents
Autumn 2	<ul style="list-style-type: none"> Projected expenditure is reported to Governors Pupil progress meeting evaluates the impact of provision through the progress and attainment of targeted pupils SLT– staff leads complete autumn term evaluation of their approach
Spring 1	<ul style="list-style-type: none"> Set budget for the following year. Pupil details are updated in time for the census – ensuring casual admissions and changes in care arrangements are noted. Impact of previous strategy is reported to Governors
Spring 2	<ul style="list-style-type: none"> Pupil progress meeting evaluates the impact of provision through the progress and attainment of targeted pupils SLT– staff leads complete a Spring term evaluation of their approach

Our Provision Menu

Area	Possible intervention / provision										
Language:	Welcomm: Small Group or 1:1	Speech & Language Therapy	Buy in therapy service	Learning Mentor Support	EAL support	Communica te & Print					Leo
Reading:	Learning Mentor Support	Pixl Therapy Groups	1:1 tuition	Library	ABC to Read	Nessy/ Reading Eggs	Toe by / precision teaching	Accelerated Reader	Reading books		Leo
Writing:	Learning Mentor Support	Pixl therapy groups	1:1 tuition	Clicker 7							Leo
Maths:	Learning Mentor Support	Pixl therapy groups	1:1 tuition	Maths Seeds	Practical Maths Resources	Numicon					Leo
Behaviour:	Learning Mentor Support	Art Therapy	Play Therapy	Family Support Worker	Alternate Provision (e.g. Hero's Farm, Auto Skills, Climbing)	Ufton Court					
Attitude:	Learning Mentor Support	Art Therapy	Play Therapy	Family Support Worker	Alternate Provision (e.g. Hero's Farm, Auto Skills, Climbing)	Positive Role Models (JMA, Mentors etc.)	Ufton Court				
Mental Health:	Learning Mentor Support	Art Therapy	Play Therapy	Family Support Worker	ELSA support	Mindfulness (Relax Kids)	Primary Mental Health Worker	Ufton Court			
Social & Friendship:	Learning Mentor Support	Art Therapy	Play Therapy	Family Support Worker	ELSA support	Mindfulness (Relax Kids)	Playtime resources	Playtime Clubs & Intervention			
Enrichment:	Trips	Visits	Residential	Priority booking for school clubs	Music						
Attendance:	Priority booking for school clubs	Educational Welfare Officer	RBC Admissions & Attendance	Out of Hours Clubs	Learning Mentor Support	ELSA	Attendance Challenge	Reward Days			

Punctuality:	Priority booking for school clubs	Educational Welfare Officer	RBC Admissions & Attendance	Out of Hours Clubs	Learning Mentor Support	ELSA				
Social Care:	Equipment	Resources for homework projects	Uniform	Out of Hours Club	Swimming subsidy					
Other:	Professional Development/ Staff Training	Policy Review	Curriculum Resources (E.g. PiXL, CGP)	Educational Psychologist						

Roles and Responsibilities

At The Palmer Academy it is the responsibility of **all classroom staff** to know which children in their classroom are entitled to the pupil premium grant.

It is their responsibility to maintain a flexible and creative mind-set to how barriers can be addressed.

It is the responsibility of the **class teacher** to be able to identify the main barriers to progress and attainment of every child in their classroom entitled to the pupil premium grant.

It is their responsibility to be able to report on the impact of interventions/ strategies in the termly pupil progress meeting.

It is the responsibility of the **phase leader** to work with the PPG lead to identify phase trends.

They will work together to agree on year group barriers and desired outcomes.

They will work together to produce, within agreed timescale, the pupil premium strategy statement showing what wave 1, targeted support and other approaches will be used.

They will have a clear understanding of the evidence and rationale behind the choices for planned expenditure.

They will monitor the implantation of strategies and be responsible for updating their impact on the strategy statement three times a year within an allocated timeframe.

It is the responsibility of the **PPG lead** to ensure all teachers know who their pupil premium children are.

It is their responsibility to ensure that the list of children is current and accurate at every census.

It is their responsibility to ensure any changes in care arrangement are accurately recorded.

It is their responsibility to work with phase leaders and the head to finalise an annual pupil premium strategy statement.

It is their responsibility to share the strategy with governors and parents and put it on the school website within the legal timeframe.

It is their responsibility to analyse school performance and ensure the impact report is complete and is on the school website within the legal timeframe.

It is their responsibility, together with the head and bursar, to ensure the PPG budget is spent in an appropriate and strategic manner and one that can be clearly evidenced through financial records and improved attainment.

It is the responsibility of the **Head** and **Governors** to ensure the legal responsibilities of the school are completed and be satisfied that the funding is being used in the most effective and strategic manner in order to improve outcomes.

Appendix 1:

Identifying Our Barriers

This toolkit can be found in our Staff Common>Inclusion file

This is the toolkit we use to identify individual barriers before we allocate expenditure.

	Academic				SEMH				Enrichment	Att & Punct		Social Care			
Year Group	Language	Reading	Writing	Maths	Behaviour	Attitude	Mental Health	Social & Friendship	Limited Life Experiences: trips, visits, clubs etc	Attendance	Punctuality	Equipment	Uniform & Outdoor Wear	Props etc	Other barriers to attainment or achievement:
Pupil Name															
Pupil Name															
Pupil Name															
Pupil Name															
Pupil Name															
Pupil Name															
Pupil Name															