

Policy/Procedure Name:		Premium Pupil Policy 2019-20	
Policy/Procedure Number:		SMT 005	
Date of Approval:		9 th February 2017	
Effective Date:		September 2016	
Revised Date:		June 2021	
Review by Date:		June 2022	
Policy/Procedure Author:		Head of Quality/Teaching and Learning Development Coordinator	
Policy/Procedure Owner:		Principal	
Management Committee Approved By:		SMT	
Governor Committee (where appropriate) Approved By:		Not Applicable	
For Action By:		All School Staff, Finance Team, Tech Hub Team, Head of Safeguarding, Governors and School and College office team	
For Information to:		Students and Parents	
Approval requested to upload on the Treloar Website:		Yes <input type="checkbox"/> (tick if requested)	
Who is carrying out EIA?	Jo Cox	Date of EIA?	9 th February 2017
Have we shown due regard for the 9 protected characteristics within the policy/procedure?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Are all opportunities to promote equality taken within the policy/procedure?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Refer Policy/Procedure to EDI Co-ordinator for further assessment		Yes No <input checked="" type="checkbox"/>	

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1. Background to the Pupil Premium

The government introduced the pupil premium to meet the needs of children who they considered to be disadvantaged. The purpose of the grant is to support schools to raise the attainment of disadvantaged children of all abilities to enable them to reach their potential.

1. Eligibility is set out by the Secretary of State for Education CLA

In the 2020 to 2021 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

For special schools, Education and Skills Funding Agency (ESFA) will allocate PPG to local authorities the following amounts

- £1,345 per primary aged pupil
- £955 per secondary aged pupil
- £2,345 per pupil for LAC which is allocated to the local authority to work with the school to decide how to support the student's EHCP

At each school, local authorities allocate these amounts for each FTE pupil based on the October 2020 school census.

Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the October 2020 school census for mainstream and special schools. More detailed explanations and information can be found on the government web site [Pupil premium - GOV.UK \(www.gov.uk\)](http://www.gov.uk) last updated 24.6.2021

2. Policy/ Procedure Aim

- To provide all students with fair and equal opportunities to achieve and make progress in all areas of their curriculum supported by the addition of pupil premium funding
- To outline the roles and responsibilities of the staff involved in the receipt and distribution of the pupil premium
- To outline a series of measures to monitor and evaluate the impact of the pupil premium in terms of progress in all aspects of the young person's development of life skills
- To offer suggestions around the use of the pupil premium to support learning
- Where appropriate to work with external partners to provide additional support to enhance the wellbeing, social, emotional and health of the young person in receipt of the pupil premium
- To ensure that all persons are aware of and carry out their statutory responsibilities to ensure that the best and most effective use of the pupil premium to enhance a young person's achievement and attainment
- To provide a framework for all staff involved in the administration and use of

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the pupil premium

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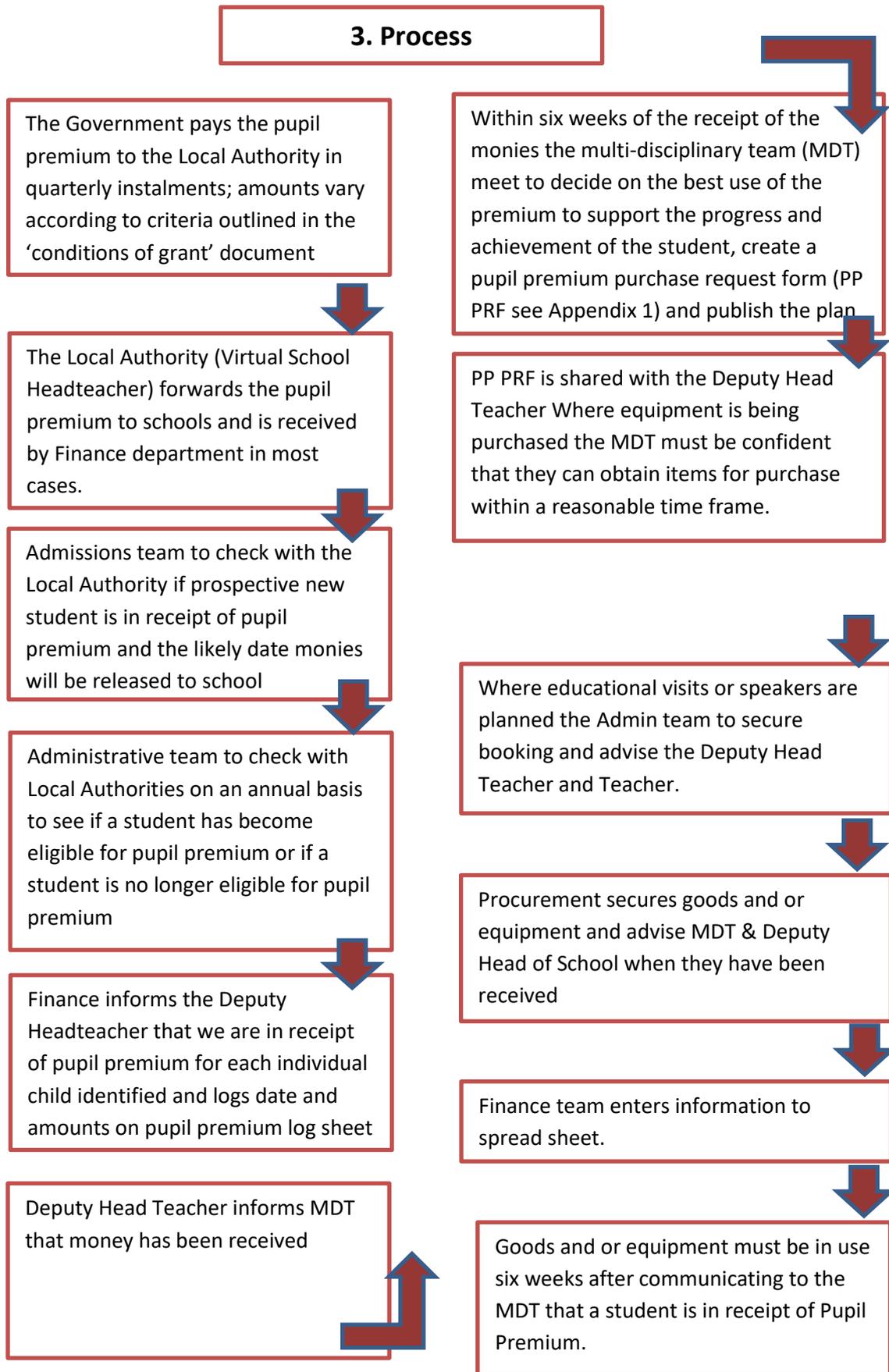
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3. Process



4. Publication

- The PSHE and RE Coordinator ensures that the strategy for use of the pupil premium is published and updated on the school website and available to all stakeholders.
- Governors issue an annual statement outlining how the Pupil Premium funding has been used to 'close the gap' for pupils eligible for the funds.

5. Quality Assurance

- Ofsted's school inspections report on the progress and attainment of disadvantaged children who attract the pupil premium.
- On agreed date MDT review the PPP and update the impact of pupil premium in enhancing student's learning, well-being and enjoyment.
- The Head of Quality ensures that the impact of pupil premium is closely monitored and actions put in place to address any identified areas for development.
- With the support of the finance team the Head of School will monitor the budget and ensure that spending is in-line with PPPs.

6. Roles and Responsibilities

Under the strategic leadership of the Principal of the School the operational management of the school's policy for pupil premium is led by the Deputy Head of School with operational support from the following members

- Finance Manager / accounts clerk
- Class teacher
- Multi-Disciplinary Team
- Designated Lead for Children who are Looked After (DLCLA)

6.1 The PSHE and RE Coordinator, with the support of the Head of School or Deputy Head of School will

- Write the strategy for the school's use of the pupil premium for publication on the website.
- Monitor the impact of interventions to raise attainment and enable progress for students in receipt of pupil premium.
- Work with the Head of Quality and Head of School to publish pupil premium progress reports for TLT and Governors
- Together with the DLCLA provide support and guidance to staff when planning pupil premium targets, interventions and support
- Together with the DLCLA coordinator liaise with external partners where appropriate
- Approve spending request based on information from the Multi-Disciplinary Team

6.2 The Multi-Disciplinary Team will

- Work together to consider the most appropriate and beneficial use of the pupil premium to enhance the student's learning experience, well-being and enjoyment.
- Work with the student, parents and other key staff to implement an agreed pupil premium plan (Pupil Premium Purchase Request Form see Appendix 1) which details the support, other intervention and /or equipment, event with expected outcomes.
- Monitor the impact of the plan using impact measures agreed by the team
- Ensure that support staff are aware of, and able to, support the teacher and MDT to assess the progress and learning outcomes for all students
- Take prompt action to inform the leadership team where a student's progress or performance has fallen below expectations using the existing recognised and agreed tracker process (Red, Amber and Green)

6.3 School Finance and Administrative support will

- Liaise with the relevant local authority to ascertain if a new student is in receipt of pupil premium, expected date of payment and amount (Admissions lead)
- Ensure that the Deputy Head of School is informed promptly on receipt of pupil premium monies for individual students and delegate funding (Finance)
- Work with the Deputy Head of School and the MDT to facilitate the prompt use of monies received and alert them to any problems associated with the sourcing of equipment, events etc. (Finance and Procurement)
- Monitor pupil premium budgets and inform the Deputy Head of School if funds are not spent or if budgets are exceeded (Finance)
- Maintain log of monies received from the Local Authority (Finance)
- Alert the Deputy Head of School if monies have not been spent (Finance)

6.4 The Head of Quality will make the following available to the governing body

- Pupil premium funds received for each student (anonymised)
- Details of how the funds have been used to support students in the form of data tables and case studies
- An analysis of progress and achievement on an individual and overall basis
- Information about how we are closing the gap comparing students in receipt of funds to the school average
- Implications for pupil premium spending in the following academic year

6.5 The Governing Body will

Make the following available to parents on the school website

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- An annual statement outlining how the Pupil Premium funding has been used to 'close the gap' for pupils eligible for the funds.

6.6 The Head of School

- Will monitor and discuss expenditure requests with the PSHE and RE Coordinator and MDT.

7. Monitoring and Evaluation

Ofsted's school inspections report on the attainment and progress of disadvantaged children who attract the pupil premium. (See the Ofsted inspection framework and handbook for further information).

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current and previous academic years
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any difference to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.' (Ofsted School Inspection Handbook)

We will ensure that:

- we make use of a wide range of data collected and analysed on a regular basis to support our judgments
- the multidisciplinary team, other teaching staff and support staff will contribute to the pupil premium progress review which will take place in the normal course of MDT reviews, formal annual reviews and CLA meetings (where appropriate parents will be aware that their child is in receipt of pupil premium monies)
- where appropriate students' targets are linked to the pupil premium plan
- regular feedback about performance is given to students and parents
- interventions are adapted or changed if they prove to be inappropriate, the student's circumstances change either academically or physically or both
- the Deputy Head of School maintains an overview of the pupil premium spending
- Governors receive an update through the Head of Quality's/Head of School's report on pupil premium spending and its impact

8. How funding can be used

The Education Endowment Foundation has produced a toolkit highlighted on the Government website which offers an assessment of activities and interventions in terms of the level of impact by months. It is now a requirement that we demonstrate how our spending decisions are informed by research evidence, making reference to a variety of sources including the EEF tool kit.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

There are no prescribed ways that the funding should be spent it is about the imaginative use of the funds in the best interest of the student. It is about a deep understanding of the student's needs both at school and at home and a careful and considered approach by those who understand the student best.

Suggested ways that funds might be used

- ✓ Prep sessions to support students with their revision and homework
- ✓ Counseling support
- ✓ Peripatetic music lessons
- ✓ Trips linked to specific educational outcomes
- ✓ Motivational educational visitors/speakers
- ✓ Sporting activities
- ✓ Bespoke equipment
- ✓ Technology e.g. iPads
- ✓ Participation in art activities
- ✓ Additional tuition
- ✓ Additional reading material
- ✓ Spelling aids
- ✓ Maths packages and resources
- ✓ Group or individual tuition
- ✓ Educational 'roadshows' e.g. science or technology

9. Implications of Policy/Procedure

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9.1 Training Requirements

Maintain current understanding of legislation and best practice with regard to Pupil Premium

9.2 Communication Requirements

How will the Policy/procedure be communicated:	The policy will be uploaded to SharePoint and stored under SMT policies Staff will be advised via SharePoint of the existence of this policy	
Who will ensure the above communication is carried out:	Head of Quality	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No.	

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9.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

10. Monitoring and Review

The policy will be reviewed on an annual basis to ensure that any changes to government legislation is recognised and acted upon any changes to procedure are updated

11. Links to other related policies, procedures or documents (internal)

This policy will link to:

- SMT024 Looked After Children Policy
- SMT007 School and College Student Journey Policy

12. References

- The Key for school leaders various documents related to the pupil premium
- Ofsted School inspection handbook, August 2018 reference no 150066
- <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>
- [Pupil Premium Guidance.pdf \(educationendowmentfoundation.org.uk\)](#)

13. Definitions

- PPPRF Pupil Premium Purchase Request Form
- CLA Looked After Child

14. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
	New policy		

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2	Conditions and eligibility for the receipt of pupil premium updated annually	Julia Simmons	6.9.18
2 & 9	Dates updated Pupil premium can be carried over	TDLC	12.9.2019
2 & 8	amount of pupil premium money updated page 2	TDLC	1.7.2021

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1. Pupil Premium Purchase Request Form

How to complete the Pupil Premium Purchase Request Form

- Refer to the Policy SMT005 for additional guidance and procedures
- The MDT must meet within three weeks of the notification of receipt of Pupil Premium
- Refer to long term and medium term outcomes on Databridge. Use these to support discussion around proposed spending
- Outline a brief justification statement to explain how the money will be spent referring back to the student's outcomes.
- Consider how you will measure the impact of the Pupil Premium and use this to complete the impact review after agreed period (one year)
- Ensure that one member of the MDT is responsible for the completion of a Pupil Premium Purchase Request Form, where this is appropriate, or liaising with the Admin team to ensure booking of educational trip or speakers or other chosen event.
- Ensure that the PSHE and RE Coordinator (Chris Butler) is consulted and agrees expenditure before proceeding with any booking or purchase of equipment.
- Any equipment or resource must be in use six weeks after the MDT receives notification of the receipt of Pupil Premium
- Upload the completed Pupil Premium Purchase Request Form to Databridge.

**TRELOAR SCHOOL AND COLLEGE PURCHASE REQUEST FORM
FOR AN ITEM TO BE PURCHASED USING PUPIL PREMIUM
MONEY**

Please fill in the details **electronically** and **email** the completed form to the Chris Butler.

Name of person placing order: [Click here to enter text.](#)

Name of student order is for: [Click here to enter text.](#)

Date of request: [Click here to enter a date.](#)

Item description: [Click here to enter text.](#)

Item price, including VAT: [Click here to enter text.](#)

Details of supplier: [Click here to enter text.](#)

Name of staff member this item should be addressed FAO on delivery: [Click here to enter text.](#)

Note: Please let the Chris Butler know when the order has been received

Additional comments or information (optional):

[Click here to enter text.](#)

Please state what impact you think this item/s will have on this young person's ability to engage and achieve more in their education

[Click here to enter text.](#)

How long after receipt of this purchase will you be able to provide evidence of its impact on this student? [Click here to enter text.](#)

Please name the member of staff who is responsible for sending this evidence of impact to Chris Butler: [Click here to enter text.](#)

Note: Chris Butler will let the person who completed this order know if it has been approved, or if more information is needed.

Note: Chris Butler will add his signature and account budget number when the order is approved and forward to the Procurement Manager. The Procurement Manager will order the item/s.

Chris Butler Signature: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

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Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Pupil Premium Policy				
Name of Assessor / Author /Lead	Jo Cox				
Start Date	9 th February 2017				
This EIA is being undertaken because it is:	<i>Delete as appropriate</i> <ul style="list-style-type: none"> A result of a policy revision Other:				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Date of Screening					9 th February 2017
Approval by EDI					Jo Cox
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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