

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## PUPIL PREMIUM POLICY

### Introduction

At Mottram St. Andrew Primary Academy, we have high expectations of our children and want every child to achieve their potential in the broadest possible sense.

Our vision is for our children to:

- Develop as successful learners who enjoy learning and achieve their full potential.
- Be happy and able to live safe, healthy and fulfilling lives.
- Become responsible individuals who demonstrate our values of kindness, honesty, co-operation and determination.

Effective use of our Pupil Premium Grant is an important element of achieving our vision for all of our pupils.

Mottram St. Andrew Primary Academy uses the approach outlined by the Education Endowment Fund and this is referenced throughout the policy:

The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019

### Aims

- To explain what the Pupil Premium Grant is.
- To outline the school's strategy for spending the Pupil Premium Grant effectively.

### Definitions

#### **FSM:**

Free School Meals

#### **Ever 6 FSM:**

A period of eligibility for FSM in the previous 6 years.

#### **Looked After Child:**

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Within Cheshire East, the term Cared for Child is also used because when representative children were asked they preferred this.

#### **Post-Looked After Child:**

A child who has ceased to be looked after by a local authority in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

#### **Ever 6 Service Child**

This refers to children where one of the following applies:

- One of their parents is serving in the regular armed forces.
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure').

- One of their parents 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.

### **Service Premium:**

The grant received for any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD.

### **Disadvantaged Pupils:**

The Department for Education identifies disadvantaged pupils as:

- Children with Ever 6 FSM designation
- Looked After Children
- Post-Looked After Children

This is because evidence on the educational attainment for children in these groups is consistently below that for other children.

## **Pupil Premium Grant Allocation**

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

	<b>Amount Per Pupil</b>
Ever 6 FSM	£1,345
PLAC	£2,345
Service Premium	£310

On the date of the January census, numbers of pupils attending the school in each of the above categories are used to determine the amount of Pupil Premium Grant the school receives the following academic year. It is important to note that the Pupil Premium amounts listed above are not a personal budget for individual children, but are used to determine the total amount of Pupil Premium Grant that a school receives.

## **Use of the Pupil Premium Grant**

Under the terms of the Pupil Premium Grant, the funding may be spent in the following ways:

- *For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.*
- *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 or their families, or people who live or work in the locality in which the school is situated.*

Pupil premium: conditions of grant 2020 to 2021

We operate a tiered approach to allocating our Pupil Premium Grant: The identified tiers are:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

These tiers were identified by the Education Endowment Foundation as a useful framework for thinking about how to balance different forms of spending.

### **Teaching**

*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*

The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019

Ensuring effective teaching is the top priority for Pupil Premium spending. We identify the best use of funding to ensure excellent teaching in all classes in school. Examples of what this might include:

- Resources that enhance the quality of teaching for all pupils in a particular class, phase or the whole school.
- Targeted teaching assistant support within lessons for a clearly identified purpose.
- Professional development, including training in specific whole school initiatives.

### **Targeted Academic Support**

Targeted support is a key component of effective Pupil Premium use. For children who are not making good progress evidence shows the positive impact that targeted academic support can have. Academic progress for all children is monitored termly at Pupil Progress Meetings, involving the class teacher, headteacher and SENCo. Following these meetings, a provision map is drawn up which identifies agreed interventions for the following term. Where any disadvantaged child is either not reaching the expected level for their year group or is not making expected progress then they will be a priority for targeted support.

### **Wider Strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

## **Pupil Premium Myths**

There can be misunderstanding around the appropriate use of Pupil Premium, particularly with regard to its use in ensuring excellent teaching across school. The following myths explained by the Educational Endowment Foundation help to further clarify this point.

### ***MYTH: “Only eligible children can benefit from Pupil Premium spending”***

*The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.*

### ***MYTH: “The Pupil Premium has to be spent on interventions”***

*There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.*

The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019

## **Looked After Children (LAC)**

Pupil Premium for Looked After Children (LAC) is different from other categories of Pupil Premium. Funding for LAC is managed by Cheshire East’s Virtual School. Schools request this funding for additional costs to deliver support and interventions which are identified in the child’s Personal Education Plan (PEP).