

TRIANGLE C OF E PRIMARY SCHOOL

Pupil Premium and Looked After Children Policy

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

INTENT

At Triangle we are committed to Inclusion; the pupils are at the heart of everything that we do. Every individual should have their needs met within a safe, accessible and caring environment.

We believe that the journey through school life should be enjoyable, memorable and valuable. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging so that regardless of need individuals thrive and achieve their potential. The curriculum is inspiring, creative and progressive; a rich blend that provides the children within our care with a good knowledge and understanding base, as well as a strong skill set. We endeavour to meet the needs of all our pupils and ensure that they have access to the best possible curriculum, activities, enrichment opportunities and environment that we can provide. We believe in achievement by all and will continue to strive to ensure that all children make good progress. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress. Information from these systems help us to plan and implement appropriate intervention strategies.

Our core values of friendship, trust, courage, forgiveness and compassion form the heart of our provision. We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve.

Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.

AIMS

- The pupil premium grant (PPG) will be used to provide additional educational support to close the gap between the achievement of these pupils and their peers, to enable them to strive for their potential in an engaging environment. Where these pupils are ahead the money will be used to further their progress and attainment.
- The PPG will be used to provide additional pastoral support to develop personal, emotional and social skills, as well as encouraging them to develop a sense of identity, self-awareness, confidence and compassion.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium (PP) and other groups.
- To make reasonable adjustments and provide appropriate resources, provision and/or support to enable access to the curriculum and participation in all aspects of school life
- To work in partnership with the parents of pupils to collectively ensure pupils' success. Ensuring that parents/carers have a clear understanding of how the school supports their child and their own involvement in this.

LEGISLATION

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

- Children Act (1989)
- DfE (2018) ‘Promoting the education of looked-after children and previously looked-after children’
- Education Endowment Foundation (EEF) (2019) ‘The EEF Guide to the Pupil Premium’
- ESFA (2020) ‘Pupil premium: conditions of grant’

- Equality Act 2010: advice for schools DfE (2013)
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: What you need to know'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- The Children and Family Act (2014)
- Keeping Children Safe in Education Act (2021)
- Accessibility Plan
- The Teacher Standards
- Behaviour Policy
- Equality policy
- Safeguarding policy

DEFINITIONS (for the purpose of this document we will apply definitions linked to mainstream 22-23) 'Ever 6' free school meals children

This will include pupils recorded in the October 2021 school census who have had a recorded period of FSM eligibility since January 2016, as well as those first recorded as eligible in October 2021.

Children of families with no recourse to public funds (NRPF) who are eligible for free school meals

This will be allocated in respect of children of families with NRPF who are eligible for free school meals, and for whom successful claims have been submitted to the ESFA.

Looked-after children (LAC)

Looked-after children (LAC) are defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. In June 2022, a provisional allocation will be calculated using the number of children looked after for at least one day, as recorded in the March 2021 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2020. A final allocation in December 2022 will use the number of children looked after for at least one day during the year ending March 2022, as recorded in the March 2022 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2021.

Previously looked-after children (PLAC)

This will include children recorded in the October 2021 school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

Service children

A school's PPG will include an allocation of Service Pupil Premium (SPP) based on the number of pupils for whom any of the following apply:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve service)
- 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 been registered as a 'service child' on a school census since 2016

This will include pupils recorded in the October 2021 school census who have been recorded as a service child at any point since the January 2016 census, as well as those recorded as a service child for the first time in the October 2021 school census.

FUNDING

PPG ALLOCATION RATES

For the financial year 2022-2023 the grant allocation is as follows:

Disadvantaged Pupils	Grant amount per pupil
Pupils in Reception to Year 6 recorded as FSM Ever 6, plus NRPF pupils in these year groups who are eligible for FSM	£1385
Pupils in Year 7 to Year 11 recorded as FSM Ever 6, plus NRPF pupils in these year groups who are eligible for FSM	£985
Child Looked After (CLA) as defined in the Children Act 1989 - Children who are in the care of, or provided with accommodation, by an English Local Authority (LA).	£2410
Previous Child Looked After (PCLA) who have ceased to be looked after by a LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£2410
Service Children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an Ever 6 Service Child or in receipt of a child pension from The Ministry of Defence	£320

HOW PPG CAN BE SPENT

Under the terms of the PPG, the funding may be spent in the following ways:

- for the benefit of pupils registered at the school that receives it
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school.
- Schools may wish to use a portion of PPG funding to support pupils who do not meet any of the PPG eligibility criteria but have other identified needs, where they deem it beneficial to do so

The PPG is additional to main school funding. It is a ring-fenced budget within its own right. Schools can spend PPG money as they see fit.

The Headteacher and School Business Manager will meet annually to discuss the most effective use of funds, with advice and requests from the Inclusion Manager. The Headteacher and Resources Committee will inform the Governing Body of how the funding is deployed.

If the PPG is not used within the academic year, some or all of it may be carried forward to the following year. Schools are not required to spend all of the PPG they receive in each financial year; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be used in accordance with the conditions of grant for PP for the financial year in which the funding is spent. It must be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

Parents are not forced to apply for free school meals although we do encourage all parents and carers to register their child if they are entitled. Information regarding eligibility can be found on the school website and on admission. Our School Business Manager works closely with the authority to identify families whom are eligible.

OVERPAYMENTS

The school repays any overpayment of the PPG.

Use of the LAC and PLAC premiums

The LAC premium is managed by the Local Authority. The premium is used to benefit a pupil's educational needs as described in their Personal Education Plan (PEP). The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. PLAC premium is allocated directly to the school. LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

PROVISION

In line with the 3-tiered approach in EEF's PP guide, activities must be those that:

- support the quality of teaching
- provide targeted academic support
- tackle non-academic barriers to academic success

Our long-term strategy for success

We aim to maximise use of the PPG by:

- Assigning a PP lead to champion the needs of PPG recipients and ensure the implementation of this policy. In our school this is the Inclusion Manager.
- Setting clear cost centres to stream funding to key areas of impact.
- Identifying individual and collective needs of pupils in receipt of the PPG.
- Setting pupil targets at least termly to focus on their strengths and areas for development.
- Using legislation and guidance to make informed decisions of the expenditure of the grant for maximum impact.

We focus on approaches that:

- Are tailored to the strengths and needs of pupils.
- Are relevant to our pupils, families, the school and local community, this encourages pupil engagement and understanding.
- Are consistent but also flexible and responsive.
- Are evidence-based.
- Provide opportunities for pupils to experience success.
- Include regular, high-quality feedback from staff.
- Engage parents/carers
- Support pupil transition through the stages of education.
- Raise aspirations through access to high-quality educational experiences and enrichment opportunities.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Incorporate confidence, self-esteem, identity, perseverance and resilience building techniques.

Our work, through PP, will be aimed at accelerating progress, moving children to at least age related expectations and to target pupils making less than expected progress. In addition, we recognise that not all children in receipt of PPG will be underachieving and therefore these children will get access to provision, resources and opportunities to further extend their knowledge and understanding. Our provision changes based on the needs of the children within our care and therefore it will not be listed within our policy. Should we be unable to provide such provision, referrals will be made to appropriate external services.

MONITORING AND EVALUATING

Class Teachers are accountable for the progress and attainment of the pupils within their care. They will assess, plan for, teach and review children's support. Staff and parents will talk informally between meetings but the child's individual learning and development plan (ILDP) will be reviewed formally at least termly, with pupil and their parents/carers invited. Should they be unable to attend then another date and time will be offered. If parents/carers are unwilling to engage then staff members will liaise with the Inclusion Manager and options considered in the best interests of the child. Should a child meet a target within a cycle then new target(s) will be set. We aim to record evidence at least fortnightly.

We monitor and evaluate our PP provision and resources throughout the year. This involves learning walks, pupil, parent and staff questionnaires, audits and ILDP scrutinies.

The Inclusion Manager oversees the provision and resources for PPG pupils. The Head, Inclusion Governor and Manager meet regularly.

TRAINING

An induction process is in place for all teachers and support staff and this includes a meeting with the Inclusion Manager to explain the systems and structures in place for individuals. A programme of professional development is in place and all staff are encouraged to access this. Training opportunities are offered where particular needs/interests arise.

PUPIL AND PARENT PARTICIPATION AND SUPPORT

This policy has been co-produced by pupils, parents, staff and our Inclusion Governor. It has been developed through meetings, questionnaires, forums, staff meetings and reviews.

Pupils are at the forefront of everything that we do. Their views and aspirations are taken into account when planning provision and when reviewing progress. This is done in an age appropriate manner.

The school works closely with parents and we encourage an active partnership. Children have termly reviews with their parents and staff. We seek to support parents/carers and signpost access to support services if they require to enable the child to achieve their outcomes. Should parents not engage then school decisions will be based on the best interests of the child.

Stakeholders can access information through our strategy report, this is on our website and is updated at least annually.

We have a successful PP Parent Forum, who meet once per term. They contribute to intervention, provision and resourcing ideas and policy updates.

ROLES AND RESPONSIBILITIES

Class Teachers

All class teachers are responsible and accountable for the progress and development of the pupils in their class. This includes ensuring equal opportunities for all pupils, creating an environment in which individual needs are met and allowing all children to reach their full potential. They are responsible for:

- The progress and attainment of their pupils.
- Identifying cause for concerns.
- Creating the ILDP. This includes planning for, teaching, implementing provision and resources and reviewing the support for pupils within their care.
- Inform parents of concerns
- Keeping parents informed of progress and attainment.
- Meet with the parent/carer at least three times a year (termly).

Learning Support Staff

Learning support staff work with the Class Teachers, Inclusion Manager and Headteacher to achieve the above aims. Their role is to work with the pupils based on lesson/unit objectives, IDLP targets and outcome focused tasks.

Key Workers

Our Keyworkers are timetabled for targeted support and intervention. They have additional training and specialist areas in order to target key areas of need throughout school. Some of their time is spent implementing direct recommendations and support programmes advised by external services, liaising with parents, carers and external professionals, as well as documenting progress towards ILDP targets.

Inclusion Manager

The Inclusion Manager is part of the Senior Leadership Team, it is their role to:

- Oversee the day-to-day operation of the school's PP policy.
- Lead on the collation of information for the strategy report.
- Maintain the school PP register.
- Monitor the progress and attainment of pupils within the PP groups.
- Contribute to the training of staff within this area.

- Oversee the provision and resources budget, ensuring that funds target need.
- Plan, lead and reflect upon the pupil and parent forums, endeavouring to increase participation.
- Support teachers with regard to their training needs, completion of the forms and/or review cycles, and programmes.
- Monitor the records of pupils within the PP groups.
- Oversee transitions between classes, key-stages and schools.
- Liaise with parents/carers.
- Liaise with external services.
- Lead on referrals.
- Report to staff and governors on the impact of policy and practice within school.

Headteacher

The Headteacher will ensure that class teachers are fulfilling their teacher standard roles and meeting the needs of their pupils. They will ensure that teaching meets the teacher standards and that teachers are accountable for progress and learning. The Headteacher is ultimately responsible for financial decisions, progress, attainment and outcomes.

Governors

The governing body has identified a governor to have specific oversight of the school's PP provision and outcomes. The inclusion governor will provide feedback to governors. They are encouraged to take a full challenging role

EXTERNAL SERVICES

We encourage and maintain links with support agencies and other professionals. The purpose of this is to seek additional professional observations, training, advice and/or assessments. Where school is completing a referral this will always be discussed with the parent/carer and permission will be sought prior to this.

ACCOUNTABILITY

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers. The school publishes its strategy for using the PPG on the school website.

REPORTING

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports.

The Headteacher and Inclusion Manager will monitor the budget. In addition, they will report impact, data analysis and evaluations to the governing body. Furthermore, an annual report will be made available on the website (a printed copy can be requested from the office) detailing such information ensuring accountability and transparency.

The Governors of the school will ensure that these requirements are fulfilled, in line with the Department for Education directive.

RECORD KEEPING

Where a pupil is on the PP register all digital documentation will be held on our secure software (including but not limited to EduKey and CPOMS) and/or on our secure school drives. Any paper documentation will be held by the Class Teacher in their pupil folder in a locked filing cabinet. Class teachers have the copy key, the master is held by our School Business Manager in a sealed unit.

When a child transitions to another school any documentation will then be passed on, where a receipt will be signed in line with GDPR. Our School Business Manager leads on the latter.

ACCESSIBILITY

We have an Accessibility Plan that records access to: The curriculum, the physical environment and the provision of information. This plan is renewed every three years to allow for implementation but reviewed annually to ensure progress is made. Our accessibility plan can be found on the school website (www.triangleprimary.org.uk/sen) or paper copies can be requested from the school office.

Staff plan, deliver, assess and reflect on their sessions to ensure all pupils access the curriculum. All trips, extra-curricular activities and clubs are available to all of our pupils. Where required risk assessments are completed, with external services if required, to consider risk factors and ways to overcome any barriers.

ADMISSIONS

All admissions to Triangle C of E Primary School are co-ordinated through the Local Authority. For further information please access their website.

TRANSITION

Contact and activities are conducted to support a smooth transition. On entry to Reception - staff meet with the child and their parents in their nursery or home environment prior to them starting school. Where this is not possible to do physically staff contact families via phone calls and Teams.

Transition into Triangle School - Pupils are welcomed to come into school prior to their start date. We will have contact with the family through phone or e-mail regarding key information and to answer any questions that they may have.

Transition to secondary school - We liaise closely with the secondary school in which our pupils are moving to. We invite them to attend review meetings. We also support the pupil’s transition process in attending secondary school visits, welcoming secondary staff to lessons and accessing transport arrangements should they be required.

Families and school can request further contact and activities should either party deem this necessary.

BULLYING AND PEER ON PEER ABUSE

We have a whole school approach to minimising the risk of bullying, recording incidents and take action accordingly. Our RSHE curriculum and behaviour systems contribute to preventative measures and education. Staff train regularly to improve their awareness and knowledge. Please refer to the Behaviour Policy and Safeguarding Policy for more in depth information.

PROCEDURE FOR CONCERNS

Any concerns or complaints about the pp provision that their child is receiving should initially meet with the class teacher and then the Inclusion Manager. If the matter is not satisfactorily resolved it will then be referred to the Headteacher and finally onto the schools governing body. If a solution cannot be reached then the matter may then be referred to the Local Authority.

POLICY REVIEW

This policy will be reviewed annually. Should new legislation and/or guidance be introduced in the meantime then this policy will be updated accordingly.

In accordance with the overarching principle of inclusion this policy has been coproduced with pupils, parents, staff and our inclusion governor. They will be consulted prior to the review for their continued involvement and contributions.

Signed: (Headteacher)

Signed: (Governor)

Date:.....