



West Earlham Infant and Nursery School

Pupil Premium Policy 2023/2024

Monitoring and review

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This Policy will be adopted in **April 2024**. The date of the next formal review will be **April 2025** and every year thereafter unless statutory legislation changes. Policy approved by the Head Teacher of West Earlham Infant and Nursery School

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Statement of intent

At West Earlham Infant and Nursery school, we have high aspirations and ambitions for our children. We aim to enhance the lives of all our community members and bring hope for the future by valuing the contribution of all and by developing global citizenship. We all have the right to enjoy life, to learn, to be safe, to be treated kindly, to feel welcome and to be treated with respect. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that is important.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. At West Earlham Infant and Nursery School we will be using the indicator of those eligible for Free School Meals (FSM) as well as identified vulnerable groups (LAC, Post LAC and service Children) as our target children to 'close the gap' regarding attainment.

We recognise at West Earlham Infant and Nursery School, that features of barriers to learning include:

- Limited oral/language skills which can lead to severe early reading difficulties
- Difficulties regulating emotions

Our School also receives Early Years Pupil Premium funding which is allocated and spent in line with the objectives of our main Pupil Premium income.

The 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 school'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 all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2023) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'

- DfE (2023) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2023) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- LAC Policy
- School Development Plan

2. Roles and responsibilities

The governing board is responsible for:

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

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Ensuring the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's GDPR policy.
- Liaising with parents regarding any questions or concerns about the PPG.
- Working with other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- Using research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

3. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
 - 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, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a ‘service child’ on a school census in the past six years
 - 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
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For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335

Allocations for 2023/2024 will be based on the October 2022 census.

The Objectives

West Earlham Infant and Nursery school has the following objectives with regards to its use of the PPG:

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

4. How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community services whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

5. Long-term strategy for success

West Earlham Infant and Nursery School has a long-term strategy to ensure it maximises the use of PPG funding which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of our strategy, West Earlham Infant and Nursery School maximises the use of the PPG by:

- The Head Teacher will champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

West Earlham Infant and Nursery School 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 school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. West Earlham Infant and Nursery School makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

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

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, including 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 pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from infant school to primary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil'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 school, by supporting good attendance and behaviour and providing social and emotional support.

West Earlham Infant and Nursery School also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.

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

6. A tiered approach to PPG spending

West Earlham Infant and Nursery School 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

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. West Earlham Infant and Nursery School spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support
- Behaviour support

7. Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated VSH.

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

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as 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.

8. Example interventions

West Earlham Infant and Nursery School may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced staff to address pupils' 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 pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

West Earlham Infant and Nursery School may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts

West Earlham Infant and Nursery School may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Therapeutic based support
- Allocating funds to enable pupils to participate in extra-curricular activities

West Earlham Infant and Nursery School may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of off-site trips and experiences

9. Accountability

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. West Earlham Infant and Nursery School 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.

West Earlham Infant and Nursery School publishes its strategy statement for using the PPG on the schools website each year utilising the DfE template.

West Earlham Infant and Nursery School publishes the updated PPG strategy annually, in line with its statutory duties.

10. Reporting

The headteacher reports **annually** to the governing board and parents 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 board.

The EEF's [DIY Evaluation Guide](#) is used to measure the impact of West Earlham Infant and Nursery School's spending.

Information regarding PPG spending is published on the school website. West Earlham Infant and Nursery School does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Overpayments

Where the school identifies that it may have been overpaid, it will contact the ESFA as soon as possible to arrange repayment of the excess. The school will comply with any written request from the ESFA seeking to recover the excess in the event of an overpayment identified by the ESFA.