

## Mid-Trent Multi Academy Trust

Colwich CE Primary School  
St Andrew's CE Primary School  
St Peter's CE Primary School

### PUPIL PREMIUM POLICY

#### **1. Date and Review of Policy**

This policy will be reviewed bi-annually by Trust staff (as applicable); representatives of Trust schools' Local Governing Bodies and approved by the Board of the Mid-Trent MAT.

Signed: \_\_\_\_\_ (Local Headteacher)

Signed:  (CEO of Trust)

Paul Hayward

**Date of latest policy review: 5<sup>th</sup> December 2019**

**Date of next review: Autumn 2021**

## **2. Background**

Pupil Premium funding is provided to schools by the Department for Education in addition to general funding received in the main school budget. Schools receive Pupil Premium funding based on the number of pupils who are currently eligible for free school meals – FSM - (or have ever been within the previous 6 years) or whose parents are in the armed forces. Similar funding is available for children who are in the care of the local authority - ‘looked after’ children. The Pupil Premium is intended to address inequalities between these groups of children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who are most in need.

## **3. Mid-Trent MAT Vision Statement**

Through the application and practice of Christian values, an ethos of collaboration and innovation and by being responsive to the challenges of modern society; maintain and grow a collective of schools which always puts the children first to ensure they receive an outstanding education and develop the knowledge and attributes to be successful, life-long learners. The Trust will provide a safe and secure environment for children and staff to flourish, within which parents feel engaged.

## **4. Trust Schools’ Aims**

Within the Christian ethos of our foundation, our schools aim to:

- Apply and practise Christian values
- Embed an ethos of collaboration and innovation
- Be responsive to the challenges of modern society
- Maintain and grow a collective of schools
- Provide an outstanding education
- Develop children’s knowledge and attributes
- Provide a safe and secure environment for children and staff
- Engage with parents

The targeted and strategic use of Pupil Premium funding will support the Mid-Trent Multi Academy Trust (hereafter called ‘The Trust’) in realising its vision and individual Trust schools in achieving these aims.

## **5. Principles**

- Teaching and learning opportunities meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of disadvantaged pupils are addressed.
- It is recognised that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore Pupil Premium funding may be used to support any pupil or group of pupils that Trust schools have legitimately identified as being disadvantaged whether or not they are eligible for funding.

- All Trust teachers are fully aware of which pupils in their schools are eligible for the Pupil Premium and, as such, will ensure that those in their class receive the best possible support; the child's class teacher, not school SENCOs or headteachers, are accountable in the first instance for those pupils' progress.
- Pupils eligible for the Pupil Premium are reflected within teachers' appraisal documents and in their planning documentation.

## **6. Service Pupil Premium**

- SPP is money that is paid directly to state schools, free Schools and academies across England for supporting Service children. The amount is £300 per child in Years R-11.
- The Premium was introduced by the Department for Education (DfE) as part of the commitment to delivering the Armed Forces Covenant. The premium enables schools to provide extra, mainly pastoral, support for children with parents in the Armed Forces.
- This premium is for children of currently serving Service Personnel, for those who have had a Service parent who has died in Service and also those who have left including through injury for up to a maximum of six years.
- Scotland, Northern Ireland and Wales have their own administrations and therefore have different arrangements. The premium in Northern Ireland is sourced differently and is applied for in October each year. This premium is also not for independent schools or for Service Children's Education (SCE) schools.
- SPP is different from the Pupil Premium. Very few Service children are eligible for the Pupil Premium.
- Schools decide how the money is to be spent on Service children, mainly on pastoral support. Unlike the Pupil Premium, SPP is not for attainment; however, mobile Service children may need targeted help in a new school to catch up with their class.
- School need to show how this money is spent, and OFSTED will check up on this. Different schools can and will spend the money in different ways.
- A child must live with their Service parent to be eligible for SPP. A child where the Service parent is the main carer, even if they are not biologically theirs, is also eligible.
- If you home educate your child, you agree to take on the financial responsibility of them and therefore are not eligible for SPP.
- SPP is different from the Education Support Fund (ESF). The funding comes directly from the Department for Education (DfE) and the ESF is funded by the MOD. The ESF can be applied for by all state schools across the whole of the UK.

- If you have spoken to the Head Teacher because you have a concern about how the money is being spent and haven't received a satisfactory answer, then the best thing to do is to write to the Local Board of Governors.
- SPP cannot be claimed retrospectively.
- If your child was never registered for SPP whilst the parent was serving, and the Service person has now left the services, then they will not be able to register your child now for the school to claim SPP.
- Schools cannot claim SPP for children of MPGS or Reservists. However, if they were previously serving as a member of the Armed Forces from 2011, and their child was recorded as Service child in a January school census from 2011 onwards prior to the parent leaving the forces, these children will be counted under the 'ever measure'

### **7. Analysis of Need and Allocation**

Each Trust school's Special Educational Needs Co-ordinator (SENCO) meets regularly with their school's headteacher and finance staff to discuss the most effective ways to spend the Pupil Premium. Budgeting is carried out and monitored accordingly by local school governors and ultimately MAT directors.

Pupil Premium funding is allocated following needs analyses completed by class teachers in conjunction with each Trust school SENCO to identify priorities. In order to ensure progress, measurable targets are set for each child; staff liaise and review frequently to monitor achievement of these. The progress of all pupils is discussed at Trust pupil progress meetings held termly as a minimum; those eligible for Pupil Premium funding have their progress discussed on a more regular basis.

### **8. Provision**

A range of provision is in place to support those pupils eligible for the Pupil Premium or who belong to a vulnerable group. This may include but is not exclusive to:

- 1:1 or small group tuition led by a qualified teacher;
- 1:1 or small group support led by a teaching assistant;
- Funding Continuing Professional Development staff training relevant to the delivery of targeted support;
- Support with human and material resources for a school's nurture provision;
- Material resources to support vulnerable pupils;
- Funding activities or trips for those pupils eligible for Pupil Premium;
- If relevant, funding extra-curricular music tuition.

## **9. Measuring Impact**

An impact sheet is prepared which includes a variety of information specifically:

- Type of provision and target/s for each pupil;
- Amount of support;
- Termly scores from summative assessments and progress made over the year using such hard data;
- Evidence of progress using 'soft' data;
- Any other relevant comments.

## **10. Reporting**

Trust school headteachers and SENCOs report termly to local governing bodies (LGBs) and, subsequently therefore to MAT directors on the impact of their schools' Pupil Premium funding. LGBs ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for disadvantaged pupils in their school. This statement is published on Trust schools' individual websites.