



Pupil premium policy

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

The Compass Partnership of schools is committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the trust to improve outcomes for all children.

Key Principles

By following the key principles set out below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop growth mind-sets towards learning
- Staff understand the value of enriching pupils opportunities beyond the national curriculum

Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2022 to 2023](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#)

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in our schools

Eligible pupils fall into the categories explained below:

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post looked-after children

Pupils recorded in the most recent October 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.

Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Provision for all children

Our perfectly sequenced, knowledge-rich curriculum is designed to narrow the gap for disadvantaged children. Our commitment to equity and social justice underpins all that we do, and our curriculum is used as the vehicle for filling the gaps in knowledge and experiences that children may have. We view knowledge as a right, and equality of opportunity to a rich curriculum is key to enabling social engagement, supporting the most disadvantaged children to flourish.

We use research, self-evaluation, data and CPD to build quality and success for all. The pedagogical approaches we select are based on our growing understanding of the way the brain develops and grows and the insights that cognitive science offers us into the most effective ways to support memory.

In Compass schools, learning evolves within a high self-esteem culture whereby we believe that the ability to think can be taught and that failure, practice and effort are crucial elements of the learning process.

To support deep learning, children are taught key skills and basic facts such as vocabulary, spellings and multiplication as instant recall facts in order that the working memory is freed up to support skills such as processing and critical thinking.

Our aim is to ensure children 'keep up not catch up'. Pupil premium funding is used to further support these standards and provision to ensure and secure the same opportunity for all.

Effective use of the grant

Types of strategies included as part of the spend should include those that:

- Support the quality of teaching, such as staff CPD
- Provide targeted academic support, such as tutoring
- Tackle non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support

We use research to support us in determining the strategies that will be most effective, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

We will ensure that:

- ALL teaching staff are involved in the analysis of data
- ALL staff are aware of which children are eligible for pupil premium funding
- ALL children who are eligible for pupil premium funding benefit from the funding
- Underachievement at all levels is targeted supporting all children to overcome barriers, raising aspirations for the most disadvantaged (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Identifying the need

The knowledge of pupils who are eligible for the pupil premium needs to be used forensically in order to identify key factors and trends where there is a need for additional intervention.

- What specific learning needs does each pupil have?
- Are there any pastoral needs?
- How well can eligible pupils access extra-curricular support or enrichment?
- What is your balance of eligibility by category? (e.g. is there cross over gender/SEND needs)
- Are there trends in need across groups within this cohort? (for example, attendance or punctuality issues or attachment needs)

To assist with this, we analyse data related to:

- Attainment
- Behaviour
- Attendance
- Safeguarding incidents and referrals

Consideration of sub-groups of children eligible for pupil premium including:

- Gender
- SEND

- EAL
- *And other significant groups*

This will ensure:

- Clarification of any attainment gaps for the group as a whole, or sub-groups
- Identification of subjects where pupils eligible for the pupil premium are not attaining or progressing as well as their peers
- Develop context for your attainment and progress data (for instance, if a high proportion of your eligible pupils also have significant SEN, that may explain why there's a significant gap in progress compared to ineligible pupils)

Evaluating current provision

In order to target interventions effectively it is crucial to evaluate current provision:

- What interventions are you currently delivering?
- How effective have these been?
- What are your base line measures to ensure effectiveness is evident?
- How are you deploying staff to support eligible children?
- How well does whole-school or whole-class provision meet pupils' needs? Do you need to do anything to improve quality first teaching?
- What are your current spending priorities?
- What does your predicted pupil premium funding look like over the next 3 years?
- What are your wider school improvement priorities? Is there any overlap with the specific needs of pupils eligible for the pupil premium? Are any of your school improvement priorities likely to disproportionately affect this group?

This will help you to:

- Identify key factors and trends where there is a need
- Cross-reference with what you're currently providing to identify any gaps
- Identify the strategies you need to put in place

A thorough evaluation will provide you with:

- Cross-referencing with known pupil needs to identify gaps in provision
- Identification training and development needs for staff
- Prioritise which interventions to invest in (for example, if you predict your number of eligible pupils will drop in future years, you may need to prioritise spending that is more likely to generate long-term impact)

Developing Priorities

The forensic evaluation will have highlighted key areas of foci.

For example, if your review shows

- There is a wide attainment gap in maths between eligible pupils and their peers and few eligible pupil children have EHC's
- There is a wide gap in reading and phonics between eligible and non-eligible pupils, few of which have EHC's at the end of KS1

- Looked-after children at your school have attachment needs that you are struggling to meet
- You expect the amount of pupil premium funding you get over the next 3 years to decrease significantly (because of trends emerging in the early year groups)
- Looked-after children and pupils eligible for free school meals are much more likely than other pupils to be regularly late for school

You may choose to set the following priorities:

- Investing in training and development on quality first teaching for maths
- Training staff to Implement a language programme in the early years
- Developing understanding of attachment needs among staff, and putting appropriate provision in place
- Using a pastoral support worker who can help families get their children to school on time

Measuring success

To enable impact to be measured effectively we must have clarity on what success looks like.

Consider:

- How this intervention will impact your disadvantaged pupils
- What success looks like
- Realistic deadlines
- Defined points at which you'll review progress. If a priority is not working when you review progress, you should adapt or change track if necessary
- Who will be responsible for the implementation?

Reporting

The DfE's template must be used to publish an annual strategy report. Please click [here](#) for the link to the DfE web site. This strategy takes schools through a number of statements that support strategic thinking.

Schools must show how their spending strategy is informed by research evidence, referring to a range of sources, including the [Education Endowment Foundation's pupil premium guide](#) and the DfE [whole-school strategies](#).

DfE Strategy Statements must be completed and published on school web sites annually by end of December. The DfE will perform monitoring checks on a sample of schools' published reports.

Roles and responsibilities

The headteacher and senior leadership team are responsible for:

- Ensuring this policy is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate

- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the local governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

The local governors are responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community
- Ensuring a named governor takes responsibility for the oversight of the impact of pupil premium offer.

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Monitoring, evaluation and review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Standards Committee on a two-yearly cycle.

Adherence to the policy will be monitored by the School's Local Committee.

Policy adopted:	Summer Term 2023
Other related policies:	
Next Review:	Summer Term 2025