



PUPIL PREMIUM POLICY

DOCUMENT CONTROL

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CONTENTS

STATEMENT OF INTENT

1.	LEGAL FRAMEWORK	4
2.	PPG ALLOCATION RATE.....	4
3.	OBJECTIVES	4
4.	OUR STRATEGY FOR SUCCESS	5
5.	SPENDING PRIORITIES	5
6.	USE OF THE LAC AND PLAC PREMIUMS.....	5
7.	POTENTIAL INTERVENTIONS	7
8.	USE OF THE SERVICE PUPIL PREMIUM	7
9.	ACCOUNTABILITY	8
10.	REPORTING.....	8
11.	PUPIL PREMIUM REVIEWS.....	8
12.	OVERPAYMENTS.....	9
13.	MONITORING AND REVIEW	9

STATEMENT OF INTENT

At West Lakes Academy we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some students from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged students and closing the gap with their peers.
- Providing funding for Looked After Children (LAC) and Post Looked After Children (PLAC).
- Supporting students with parents in the armed forces.

This policy outlines the funding available, along with procedures for ensuring the funding is allocated correctly.

Signed by:

Abby Deeks
Head of Academy

Date:

Vincent Ashworth
Chair of Governors

Date:

1. **LEGAL FRAMEWORK**

1.1 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
- DfE 'Pupil premium 2023 to 2024: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'

The academy has also consulted the following document in line with best practice:

- NCTL and TSC (2018) 'Effective pupil premium reviews'

2. **PPG ALLOCATION RATES**

2.1 For the academic year 2023 to 2024:

Disadvantaged students	PPG amount per student
Students in year 7 to year 11 recorded as 'FSM' in the last 6 years	£1,035
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,530
PLAC which have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,530
Service Children	Grant amount per student
Any student in reception to year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£335

3. **OBJECTIVES**

- 3.1 To provide additional educational support to raise the achievement of students in receipt of the PPG and improve students' cultural capital.
- 3.2 To narrow the gap between the educational achievement of these students and their peers.
- 3.3 To address underlying inequalities, as far as possible between students and remove each and every barrier for students in receipt of the PPG.
- 3.4 To ensure that the PPG reaches the students who need it most.

3.5 To make a significant impact on the education and lives of these students.

3.6 To work in partnership with the parents/carers of students to collectively ensure students' successes.

4. OUR STRATEGY FOR SUCCESS

4.1 We will maximise the use of PPG by:

- Assigning a pupil premium lead, Mr Haslop, to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Assigning a pupil premium lead governor to evaluate the pupil premium strategy as a whole and monitor the effectiveness of the spending
- Ensuring PPG funds can be identified within the academy's budget.
- Consulting the Head of Academy, pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each student in receipt of PPG.

5. SPENDING PRIORITIES

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

- For the purposes of the academy, i.e. for the educational benefits of students registered at the academy.
- For the benefit of students registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision further any charitable purpose for the benefit of students at the academy or their families, or people who live or work in the locality in which the academy is situated.

5.2 If PPG is not used in the academy year, some or all of it may be carried forward to the following year.

6. USE OF THE LAC AND PLAC PREMIUMS

6.1 The LAC premium is managed by the designated virtual school head (VSH).

6.2 The premium will be used for the benefit of a student's educational needs as described in their personal education plan (PEP).

6.3 To avoid any delays in providing support, the academy will work with the VSH to ensure that funding allocation is as simple as possible.

6.4 The LAC premium will be used to facilitate a wide range of educational support for LAC.

6.5 The designated teacher, Miss Stabler, and carers will work with the VSH to gain a full understanding of each student's needs and to determine how to use the premium effectively to support each student.

- 6.6 The designated teacher will work with the VSH to ensure that all available funding is spent.
- 6.7 PLAC premium is allocated directly to the academy. We record, monitor and evaluate the effectiveness of the PLAC premium in the academy.
- 6.8 The academy will explore evidence based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine the best use of the funding to have an impact on students' attainment. The academy will also consult the EEF's Pupil Premium Guide (2019) to further determine what makes effective use of the funding.
- 6.9 The EEF's Families of Schools Database will be consulted to learn about effective practice in similar schools.
- 6.10 West Lakes Academy will focus on approaches that:
- Are individually tailored to the strengths and needs of each student.
 - Are consistent (based on agreed core principles and components) but also flexible and responsive.
 - Are evidence based.
 - Are focused on clear short-term goals providing opportunities for student to experience success.
 - Include regular, high quality feedback from teaching staff.
 - Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
 - Support student transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high quality educational experiences.
 - Promote each student's awareness and understanding of their own thought process (metacognition) and help them to develop problem solving strategies.
- 6.11 The academy will focus on approaches that emphasise:
- Relationship building, both with appropriate adults and with their peers.
 - An emotionally intelligent approach to the setting of clear behaviour boundaries.
 - Increasing students' understanding of their own emotions and identity.
 - Positive reinforcement.
 - Building self-esteem.

- Relevance to the learner – the approach relates to students' interests and make success matter to them.
- A joined up approach involving the student's social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership.

7. POTENTIAL INTERVENTIONS

7.1 The academy may utilise the following interventions for students in receipt of the grant:

- Providing one to one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeted and focused English and maths intervention for students who are below age related expectations.
- Allocating funds to enable these students to participate in extra-curricular activities to develop their cultural capital.
- Targeting students who require additional help to reach age related expectations.
- Targeted support to remove barriers to PP attendance.

8. USE OF THE SERVICE PUPIL PREMIUM (SPP)

8.1 The SSP is provided to allow the academy to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

8.2 The academy will not combine the SSP with any other form of PPG.

8.3 SPP spending will be accounted for separately to any other form of PPG.

8.4 The academy may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs etc.
- Improving the means of communication between the student and their deployed parents .
- Helping students to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the student when they join a new school as a result of a new posting.

- School trips specifically for service children, such as military specific trips that allow students to join a wider community and better understand the role their service parent plays.

8.5 The academy will not use SSP to subsidise routine academy activities.

9. ACCOUNTABILITY

9.1 Ofsted inspectors will report on the attainment and progress of disadvantaged students in receipt of PPG at the academy.

9.2 The academy is held to account for the spending of the SSP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

9.3 The academy will publish its strategy for using the pupil premium on the academy website annually and by the end of September.

10. REPORTING

10.1 Andrew Haslop the Assistant Principal, who leads Pupil Premium, will report annually to the governing body and parents/carers regarding how effective PPG spending has been and what impact has been made.

10.2 The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the Principal and the governing body.

10.3 The EEF's DIY Evaluation Guide will be used to measure the impact of the academy's spending.

10.4 Information regarding PPG spending will be published on the academy website.

10.5 For parents/carers of students in receipt of PPG, personal information will be sent home in students' progress reports.

10.6 This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these students.

11. PUPIL PREMIUM REVIEWS

11.1 If disadvantaged student are not meeting expected levels, or slow progress means they are failing to realise their full potential, the academy will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

11.2 If requested to do so by Ofsted, the LA or the DfE, the academy will commission a pupil premium review.

11.3 The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged students.

11.4 The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

12. OVERPAYMENTS

- 12.1 The academy will repay any overpayment of PPG.

13. MONITORING AND REVIEW

- 13.1 The Assistant Principal, Mr Haslop, will be responsible for reviewing this policy annually.
- 13.2 The next scheduled policy review is November 2024.