



Queen's Park C.E./U.R.C.
Primary School

Pupil Premium Policy

September 2024

*To be reviewed September
2025*

With God, everything is possible (Matthew 19:26) #everythingispossible

Our vision for Queen's Park C.E./U.R.C. Primary School

With God, everything is possible (Matthew 19:26) #everythingispossible

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

Legalisation and Guidance

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 (2024) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2024) 'Pupil premium'
- DfE (2022) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) '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 and Previously LAC Policy
- SEND Policy
- Pupil Premium Impact Statement
- Safeguarding Policy

- School Development Plan

Intent

Aims of Policy

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

Objectives

1. The pupil premium will be used to provide additional educational support to improve progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
5. Pupil premium will be a whole school priority, with clear understanding of the pupil premium strategy by all staff and regular reviewing and monitoring of its impact as identified as good practice in the Education Endowment Foundation's report.

"Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools." *Education Endowment Foundation: The EEF Guide to Pupil Premium, September 2023*

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS up to Year 6. Eligible pupils fall into the categories explained below.

- **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 since 2016,
- 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

For the 2024/2025 financial year PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2023/2024	2024/2025
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,455	£1,480
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,530	£2,570
Children who are looked after by the LA, i.e. LAC	£2,530	£2,570
Service children	SPP amount per pupil	
	2023/2024	2024/2025
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	£335	£340

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending money:

1. Identification of children
2. Analysing data
3. Improving day to day teaching
4. Increasing learning time
5. Individualising support
6. Monitoring and evaluating
7. Reporting

Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure

- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to 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, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The 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. The 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, such as 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 primary school to secondary 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.

The 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.

Roles and responsibilities

Headteacher, Pupil Premium Champion and senior leadership team

The headteacher, pupil premium champion (Deputy Headteacher) and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it 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 governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the headteacher and pupil premium champion 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 and pupil premium champion 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

All school staff

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

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Headteacher: Mrs Justine Kellett

Pupil Premium Champion: Miss Jennie Bailey

School Business Manager: Mrs Jan Campbell

Pupil Premium Link Governor: Ms Debbie Dowd

Virtual Headteacher for St Helens: Ms Heather Addison

Implementation

The Spending of PPG

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, particularly in English and maths, e.g. through CPD, recruitment and retention.
- 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.

Strategies

1. Pupil premium will be clearly identifiable within the budget.
2. The headteacher and school's pupil premium champion, in consultation with the governors and staff, will decide how the pupil premium is spent for the benefit of entitled pupils taking into consideration the context of the school, research evidence (as outlined in the pupil premium strategy).
3. The school will follow a tiered approach to the allocation of the premium, as advised in the 'EEF's Guide to the Pupil Premium'. Firstly, the school will assess what provision is required in school to improve quality first teaching as a priority. Secondly, the school will assess what additional provision should be made for the individual pupils through targeted support and will consider the views of parents to do so where necessary. The school will also assess any wider strategies required in school to reduce non-academic barriers such as behaviour, attendance and pastoral support.
4. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the pupil premium and the headteacher and pupil premium champion for the school will report to the governing body and parents on how effective the intervention has been in achieving its aims.
5. We will publish online information about how we have used the premium.
6. We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the premium.
7. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.

8. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children. We will closely monitor the progress of different vulnerable groups within the cohort of pupil premium children.
9. We will monitor evaluate and review the success of the impact of the pupil premium funding.

Further information on how we allocate the spending of the pupil premium allowance and our implementation aims can be found in the pupil premium strategy on the school website. <http://www.queenspark.st-helens.sch.uk/page/pupil-premium>

Our Tiered Approach to Implementation

The 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

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers
- Effective and targeted deployment of staffing

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

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

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour and pastoral support
- The breakfast club
- Attendance initiatives

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, the 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.

Use of the service pupil premium (SPP)

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
- They have a parent who 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 a parent who is on full commitment as part of the full-time reserve service

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

Impact

This policy will play an important part in the educational development of the individual pupils who are entitled to the pupil premium. The intended impact for the pupil premium spend is outlined in the pupil premium strategy which is available on our school website as is an annual review of the impact of pupil premium spend for the previous academic year. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children should make better progress and achieve higher standards that would have been unlikely without it. The attainment and progress of pupil premium children is monitored termly by the Headteacher and Deputy Headteacher, with flight path children identified who are the monitored throughout the term by Phase Leaders. The impact of the pupil premium spend is monitored by all

senior leaders through a rigorous monitoring cycle which specifically identifies the monitoring of standards of teaching and learning and the progress of pupil premium children.

Reporting

The headteacher and pupil premium lead report to the governing board and parents regarding how effective PPG spending has been and what impact has been made on at least on annual basis. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the pupil premium lead, the headteacher and the governing board.

Information regarding PPG spending is published on the school website. The 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.

Monitoring and review

The pupil premium lead and headteacher are responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is September 2025.