



Pupil Premium Policy 2024-2025

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Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Sidrah Iqbal
Status & Review Cycle:	Statutory. Annually
Last Review Date:	Oct 2024
Next Review Date:	Oct 2025
Number on roll (% Pupil Premium Eligible):	147 of 784 (18.8%)
Pupil Premium Grant:	£138,600 (PPG) + £831 (carry forward) = £139,431

This policy details how NCS manages the extra funding received from central government to improve educational outcomes for pupils who are identified as disadvantaged. The methods for raising the attainment and potential of all disadvantaged pupils are developed using strategies from the [Education Endowment Foundation's Tool Kit](#) and continues to actively monitor recovery-based issues that may have arisen from the Covid-19 pandemic and lockdowns. To achieve this NCS, will deploy the 2024/25 recovery premium alongside the pupil premium.

At this policy's heart is that all staff promote the principles of the plan and policy and strive to deliver the highest aspiration for disadvantaged pupils. We utilise academic, behaviour, and character attitudes, and progress data to identify needs and match likely solutions. All budget spending strategies are informed by a range of research evidence, discussions with professionals and key performance data which are rooted in removing the barriers to educational participation and achievement. We recognise the best understanding is through engaging with the pupil, their family, and the information which is built on the caring relationships with staff and support agencies. 2024/25 is the start of a new three-year policy and plan strategy to enhance the performance of disadvantaged pupils over that period.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

A school cannot address all the societal and economic factors generating disadvantage to pupils' opportunities and development. However, North Cestrian aims to provide its Cestrian Way ABC which champions:

- raising the feeling of belong in their school, engaging in all aspects of school life
- the quality of the relationship between disadvantaged pupils, the pupil premium champion, their teachers-tutors-teaching assistants, and their peers and peer mentors.
- gives access to high quality teaching and learning adaptive to the written and verbal needs of learners (teachers, teacher assistants, and pupils) in order to enhance the relationship with learning and Cestrian ABC ethos
- professional development and coaching for staff to support the implementation of the policy and plan strategies.
- recruitment and retention of staff with excellent evidence of working with disadvantaged cohorts
- technology and resources which support learning
- one-to-one, small group, and peer support in all key performance areas (teachers, teacher assistants, and pupils)
- performance in language, literacy, and numeracy (English, Maths, and Reading)
- extending school time (including school day and holiday workshops and summer schools)
- supporting pupils social, emotional, and behavioural needs supports Mental Health, Wellbeing and Welfare, Safeguarding and RSHE
- high attendance and extra-curricular attendance
- meal provision (inc. breakfasts, break-time fruit, free school meals, hydration and refuelling for extra-curricular focus)
- communicating with, and supporting, parents
- an ambitious curriculum with the knowledge and cultural capital to succeed in life
- prepares pupils for transitions in education, careers, and a rich and fulfilling life as an active member of society
- supports siblings and be sensitive to multigenerational impacts
- is keenly aware of other cohort indicators like ability, SEN, Ethnicity, language, the home environment, adversity in childhood (CIN, social worker contact, young carers) and transient pupils

Throughout the policy [hyperlinks](#) connect to the latest guide

Eligibility

In 2024-2025, the projected grant to North Cestrian School is £x (x pupils at the January 2024 Census, x% of the school roll). This grant funding is in addition to the School's Delegated Budget. Eligibility is decided by central government:

<u>Rates for Eligible Pupils Disadvantaged pupils</u>	
Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)	£1,050 £955
Pupils previously looked after by a local authority or other state care	£2,570
Children who are looked after by the local authority	£2,570
<u>Service pupil premium (SPP)</u>	£340

Eligibility will be confirmed by NCS cross-referencing the school census with the Free School Meals Eligibility Administration system. **[Schools have freedom to use the grant as they judge best for disadvantaged pupils as a whole, including pupil-premium eligible pupils and those who are not eligible but are educationally disadvantaged (DFE, 2021)]**

Intent:

Roles and Responsibilities

Champion	Working with and for pupils, ensuring that all staff are aware of their responsibility and techniques used to adaptive Cestrian Way ABC education, quality assurance, leading on the review.
Committee	to monitor and assist in the identification of all aspects of the policy and plan whilst quality assuring the return on expenditure.
Data Lead	to provide data analysis of achievement gaps and progress
Finance Planning Manager	ensure that all pupils in the census are screened for eligibility, tracking the spending of the PPG
Teachers/TAs	Responsibility for delivering the adaptive features of the policy and plan
Parents	support for their child's Cestrian Way ABC engagement
Governors	compliance with legislation, holds the Headmaster to account for successful implementation of the Policy and Plan, monitors data and sign off on the Plan and Review (October).
Headmaster	overall responsibility for the implementation and impact of the Policy and Plan

NCS staff can bid for support based around the Tiers discussed below, to ensure that the grant funding is personalised as much as possible (both in the diagnosis of needs and in the meeting of those needs). Where appropriate NCS ensures that these approaches are for the benefit of all pupils. Pupils may not be eligible for PPG, but where appropriate we believe it is right that we use the PPG provision to reduce barriers to learning, in a fair and proportionate manner. Thereby any pupil may be deemed as disadvantaged in a certain regard and should be able to benefit from the fund but without direct eligibility. The required 'self-contribution' may be more than an eligible pupil.

Challenges:

Tier 1: Cestrian Academic - *The support of Quality First Teaching which values what pupils say and produce in lessons*

Including:

- developing effective Prep, revision, participation (inc. oracy), reflection enabling a better use of feedback. Including better acknowledgement marking, pupil feel their work has been valued, guidance for parents on the clear and specific personalised feedback
 - striving to at least maintain the ability set on entry of Disadvantaged pupils
 - support for literacy (oral language, phonics, reading comprehension), numeracy, digital technology both for the home and school
 - small group tuition, teaching assistants, and peer mentoring (inc. all ABC aspects)
 - supporting self-efficacy deploying positive attitudes to learning (e.g. self-organisation, metacognition, motivation, confidence, focus, aspiration). Helping avoid desktop truancy and choosing to avoid difficult parts of lessons.
- Develop Unicorns not Rhinos.
- Excellent remote learning and catch-up learning

Tier 2: Cestrian Behaviour – *The support of personal responsibility, valuing school life, honest reflection. Talking to pupils with genuine interest and care.*

Including:

- **developing good attendance and punctuality (including remote learning and catch-up learning)** ([Against The Odds Social Mobility Commission, 2021](#): “A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus of pupil premium policy.”)
- **clear systems of support** (including briefings, assemblies, the learning journal, staff working with the pupil)
- **behaviour for learning** (including behaviour interventions, alternative provision, social and emotional learning, mental health support).

Tier 3: Cestrian Character - Supporting wider opportunities. [Against The Odds Social Mobility Commission, 2021](#): “Where pupil premium students show exceptional progress, we estimate that around threequarters of the schools have contextual advantages. These ‘hidden resources’ are not easy to identify from standard school data. They include historically strong reputations, high levels of parental engagement, and active alumni networks. Our estimates suggest that 15-20% of mainstream state secondary schools in England fall into this category.”

Including:

- **extra-curricular participation (inc. Prep Club)**
- **free breakfasts (inc. literacy and numeracy support and peer mentoring)**
- **extending school time**
- **school trips**
- **Cultural Capital and Character Development** (We have furthered this strategy since 2020 – “Schools are increasingly likely to spend the pupil premium on initiatives aimed at boosting students’ cultural capital”. [Against The Odds Social Mobility Commission, 2021.](#))
- **Careers Education**
- **Reading strategies (including library resources)**
- **Rewards that further the academic, behaviour or character development**
- **Enhancing parental support (including education workshops, parents’ evening, support meetings and generally ensuring that parents can engage with school at every appropriate opportunity**
- **Engaging with parents and pupils as early as possible at primary school**

Whole School Top Slice (Tier link to plan)

PP Champion to lead intervention, inset and monitor progress. (T1, T2 + T3)	£38,281
Student Services personnel (T2 + T3) (20%)	£4,000
PP Teaching Assistant (T1)	£21,895
Technician in Art, Science, Technology to assist adaptative teaching and learning (0.5 part-time)	£14,500
Appointment of a Head of School [Disadvantaged] (role is teaching based but with TLR and non-contact periods) Must have track record of Impact on the Disadvantaged Cohort	£5,200
Spare ingredients for pupils to assist in full access to Food Technology (T1)	£400
Programme for remote education and catch up [Using Arbor and Pupil Progress systems in year 1)	£0 (year 2)
Building of Learning Support Room	£8,000
Staffing of learning support room [using already available staffing in year 1)	£0 (year 2)
Costs involved in addition Parents’ Information Evening and Parents’ Consultation Evening for Disadvantaged Pupils (including opening the building costs, staffing and resources)	£4,000
Voice 21 (20%) Disadvantaged Pupils engagement with school oracy projects inc. speaking at events, public representation, newsletter contribution.	£600
Pupil Manager of Achievement Intervention and Mentoring facility (inc. CPO): (20%) (T2)	£9,230
Free School Meals Local Authority Report: (T3)	£115
Magazine Subscriptions (T3)	£500
Reading Plus – Reading Strategy Paid up to Feb 2025 (20%) (T3)	£2,140
Daily News subscription (work into Form time) + BBC News in Canteen (equipment)	£500
Summer School (T3)	£3,000
Investment from Multi Academy IT budget for 16 laptops on top of the successful bid 19 industry laptops from Trafford	
Total	£111,421

Further details on the rationale, how the school intends to spend the PPG, along with the annual evidence of impact and a review are found in the PP Plan and Expenditure and Impact Review on the school website.

Intended Outcomes:

An annual report in October evaluates the effectiveness of each intervention from the previous academic year in terms of improving outcomes for disadvantaged pupils in comparison with the national average for non-disadvantaged pupils and, as necessary, modifies interventions planned for the current academic year. Judgments will be made considering cost and level of resultant progress on a value for money basis especially in comparison with other interventions. However, in line with the sustainable effective impact the grant looks to foster, a fuller review will be made every three years.