



Pupil Premium Policy 2023-2024

Published:	Nov 2023
Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Sidrah Iqbal
Status & Review Cycle:	Statutory. Annually
Last Review Date:	Oct 2023
Next Review Date:	Oct 2024
Number on roll (% Pupil Premium Eligible):	146 of 772 (18.9%)
Pupil Premium + PP National Tutoring:	£137,079 + £19,674 + (carried forward from 22/23 +£1,313.97 [under spend] = £158,067

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 2023/24 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. Each year our policy informs the plan for the year ahead and throughout we evaluate the impact of strategies. Where the impact is positive strategies will be sustained. Where necessary, strategies are reviewed and modified.

<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 an education which:

- gives access to high quality teaching and learning as well targeted support for achievement (EEF recommendations)
- considers any gaps in English, Maths, and Reading
- provides a broad and balanced curriculum that is ambitious with the knowledge and cultural capital to succeed in life
- guides pupils' in behaviour, attitudes to learning, and character development
- supports extra-curricular attendance
- supports high attendance
- prepares pupils for adult life, the world of work, living in Britain and a sustainable future as an active member of society
- supports and tracks a rich and fulfilling life and career beyond North Cestrian
- 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 school mobility (moving to NCS after the start of Y7)
- supports Mental Health, Wellbeing and Welfare, Safeguarding and RSHE
- Enables the grant of to be spent with best impact and not limited to the year of the award
- Ensures that pupils have access to adequate technology to maximise precious learning opportunities
- ensuring that the grant supports the school development plan

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

Eligibility

In 2023-2024, the projected grant to North Cestrian School is £158,047 (127 pupils at the January 2023 Census, 17.4% 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)	£1,035 £955
Pupils previously looked after by a local authority or other state care	£2,530
Children who are looked after by the local authority	£2,530
<u>Service pupil premium (SPP)</u>	£335

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)].** For 2023/24 the budget will also include [Recovery Premium Funding](#), which at £276 pupil will be used to extend the PP National Tutoring programme. (Total: £19,674)

Intent:

Roles and Responsibilities

Champion	Working with and for pupils, ensuring that all staff are aware of their responsibility and techniques used to raise the attainment of disadvantaged pupils, quality assurance of the interventions, leading on the review.
Committee	to monitor and assist in the identification of PP interventions and the delivery of the plan whilst quality assuring the return on expenditure in line with the purpose of the plan.
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 PP
Teachers/TAs	maintain the highest expectations of pupils, deliver via Quality First Teaching and subsequent necessary interventions, be inclusive and ensure a positive learning environment
Parents	support for their child's learning
Governors	compliance with legislation, holds the Headmaster to account for successful implementation of the Policy and Plan, review intervention strategies, monitors data and sign off on the Plan and Review (October).
Headmaster	overall responsibility for the implementation and impact of the Policy and Annual Plans

The Champion and Committee's primary function is to ensure that the progress of pupils in receipt of PP have an extra layer of monitoring in order to evaluate the effectiveness of the tiered approach. The PP Champion will use the grant in accordance with the **Cestrian Way ABC policies**, a tiered approach to enhance quality first teaching, implement targeted interventions and support wider opportunities to drive positivity and achievement across the school. 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 PP, but where appropriate we believe it is right that we use the PP 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

Including:

- developing effective Prep, EEF recommended strategies, and the use of cognitive science strategies to enhance what pupils retrieve, know, and can do.
- support for literacy (oral language, phonics, reading comprehension), numeracy, digital technology both for the home and school, personalised feedback in lessons, individualised instruction
- encouraging peer interactions and personal independence
- small group tuition, teaching assistants and tools to support learning and one-to-one mentoring
- Staff inset to enhance the progress of pp students.
- deficits in self-efficacy deploying positive attitudes to learning (e.g. self-organisation, motivation, confidence, participation, concentration, aspiration, use of feedback).

Tier 2: Cestrian Behaviour – *The support of personal responsibility, valuing school life, honest reflection*

Including:

- **developing good attendance and punctuality** ([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.”)
- **strategies for metacognition and self-regulation** (learning to learn and motivation to learn)
- **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 and attendance interventions).

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**
- **free breakfasts as part of Prep Club**
- **summer school**
- **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**

Whole School Top Slice (Tier link to plan)

PP Champion to lead intervention, inset and monitor progress. (T1, T2 + T3)	£37,313
Mobility Contingency: The grant does not follow a pupil from school to school if they move mid-year. (therefore, include support for mid-year arrivals in the pupil premium budget) (T1, T2 + T3) (Estimate 2 PP pupils join)	£2,070
SEN Admin Support (20%) (T1, 2, 3)	£2,848
Pastoral Support Worker: (20%) (T1+T2)	£5,582
Personalised Need Subject Intervention (T1, T2 + T3)	£6,500
Student Services personnel (T2 + T3)	£2,400
PP Teaching Assistant (T1)	£21,895
Sparx – Maths Tool (20%) (T1)	£400
Spare ingredients for pupils to assist in full access to Food Technology (T1)	£400
PP Tutoring Programme (tuition) {Recovery Premium Funding} (T1)	£19,674
Pupil Data Leader to collate data and provide clear cohort analysis tools (T2) (20%)	£300
Attendance Officer: 10% (T2)	£4,010
Homework Club PP Teaching Assistant. 5 hours a week (T2)	£2,493
Pupil Manager of Achievement Intervention and Mentoring facility (inc. CPO): (20%) (T2)	£9,826
School Counsellor (inc Mental Health First Aid) (20%) (T2)	£4,200
Free School Meals Local Authority Report: (T3)	£115
Staff attendance at LAC / Social Care Intervention / multiagency meeting (Cover cost) (20%) (T3)	£3,200
Y6 Transition Leader to gather data, primary school interventions and lead summer school: (T3)	£300 (20% of half of staff TLR)
Book Buzz (£3 per pupil in Y7 and 8) – Reading Strategy (T3)	£1000
Magazine Subscriptions (T3)	£1000
Reading Plus – Reading Strategy Paid up to Feb 2025 (20%) (T3)	£2,140
Unifrog – Careers Strategy (T3)	£160
Summer School (T3)	£3,000
Total	£130,827

Further details on the rationale, how the school intends to spend the PP, 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.