



Pupil Premium Policy 2021-2022

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	TBC
Status & Review Cycle:	Statutory. Annually
Last Review Date:	Sep 2021
Next Review Date:	Sep 2022

This policy details how NCS manages the extra funding received from central government to spend on 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^{*1} and guidance for schools in light of the Covid-19 pandemic.

(*1 <https://educationendowmentfoundation.org.uk/the-tiered-model/>)

NCS recognises the impact of COVID-19 on the education of disadvantaged pupils and will deploy the recovery premium alongside the pupil premium to mitigate effects of hampered progress due to lockdowns and remote learning. 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. Time, hard work, honesty and fairness, as the value of NCS are key to the policy and plan. We utilise academic, behavioural and character attitudes to learning and progress data to identify pupils and match needs to likely solutions. All budget spending strategies are informed by a range of research evidence, discussions with professionals and data collections from the key performance indicators of the pupils which are rooted in removing the barriers to educational participation and achievement. We recognise the best understanding is through engaging with pupil and families themselves 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. It is often the case that the quality of the plan leads to positive impact and strategies are then sustained. However, where necessary strategies are reviewed and modified.

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

Although we aware that a secondary school cannot address all the societal and economic factors generating disadvantage to pupils' opportunities and development, we are committed to providing an education which:

- gives access to high quality teaching and learning as well targeted support for achievement
- providing a curriculum that is ambitious with the knowledge and cultural capital to succeed in life
- guides pupils' to strive for excellent behaviour and attitudes to learning
- provide character development opportunities tailored to uncovering their own rich and fulfilling lives
- supports high attendance
- better preparing disadvantaged pupils for adult life, the world of work, for living in modern Britain and a sustainable future as an active member of society
- supporting a sustained impact and track the good sustained employment
- supporting siblings and be sensitive to multigenerational impacts
- Being 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)
- Mental Health, Wellbeing and Welfare, Safeguarding and RSHE
- Enabling the grant of to be spent with best impact over a time period longer than the year
- mitigating any effects of the Covid-19 lockdown in both 2020 and 2021 that may have befallen the pupil (this includes protecting pupils from perceptions or realities of falling further behind)
- ensuring that pupils have access to adequate technology to maximise precious learning opportunities
- ensuring that the grant supports the school development plan, particularly the Positive Focus agenda within NCS.

Eligibility

In 2021-2022, the projected grant to North Cestrian School is £113,350 (114 pupils at the January 2021 Census, 16% of the school roll). It is grant funding and is in addition to the School's Delegated Budget. The eligibility, decided by central government, is based upon:

Rates for Eligible Pupils Disadvantaged pupils	
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF*4 pupils in these year groups	£955 £955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

(*4 NRPF refers to pupils who have no recourse to public funds and are included in the eligibility criteria for the 2021-22 academic year only)

(<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-academies-and-free-schools>)

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 2021/22 the budget will also include [Recovery Premium Funding](#), which at £145 pupil will be used to extend the Catch Up tutoring programme. (Total: £16,530)

Approach:

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. Staff from across NCS can bid for support based around the Tiers discussed below, to ensure that the grant funding is personalised as much as possible. Where appropriate NCS ensures that these approaches are for the benefit of all pupils. We look to address barriers to learning that come within our means. 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. That is any pupil may be deemed as disadvantaged in a certain regard and should benefit from the fund but may well be asked to contribute more than a pupil in direct receipt of the premium.

Whole School Top Slice (Tier link to plan)

PP Champion to lead intervention, inset and monitor progress. (T1, T2 + T3)	£25,000
Maths catch up tools	£1,710
Y6 Transition Leader to gather data, primary school interventions and lead summer school: (T3)	£225 (15% of half of staff TLR)
Educational Welfare Officer (Trafford SLA) to improve the attendance of PP pupils: (T2)	£240 (20%)
Cover funds to allow Middle Leaders to multiagency meetings (T2)	£5,000
Free School Meals Local Authority Report: (T3)	£250
Pupil Manager of Achievement Intervention and Mentoring facility: (20%) (T2)	£3,568
Pastoral Support Worker: (20%) (T1+T2)	£4,000 (20%)
Homework Club PP Teaching Assistant. 5 hours a week (T2)	£1,900
English PP Mentor (£42.50, 2 hours, 20 fortnights per year) (T1)	£1,700
Pupil Data Leader to collate data and provide clear cohort analysis tools (T2)	£400 (20%)
Attendance Officer: 20% (T2)	£4,000 (20%)
Healthy Minds, Mindfulness and Psychology (20%) (T2)	£4,000 (20%)
Staff attendance at LAC Forum	£400
Class Charts + Arbor	£1,918 +£5,600
Edu Key	£3,708
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)	£6,358
SEN Admin Support (One day a week - £150 x 39 weeks)	£5,850
Renaissance (online library, reading and literacy development)	£5,000
Recovery Curriculum for PP students into this academic year (tuition)	£16,500
Science refurbishment cost	£10,078
Total	£102,405

Interventions to support Disadvantaged Pupils come under the following five priority categories. The rationale for North Cestrian’s priority PP interventions for funding is that literacy and numeracy are the most important skills for pupils to acquire and utilise to produce high achievement not only in the double-weighted Progress 8 GCSEs of Maths and English but also in all subjects across the curriculum.

Tier 1: Cestrian Academic

The support of Quality First Teaching

This can include: support for literacy (oral language, phonics, reading comprehension), numeracy, collaborative learning, digital technology both for the home and school, personalised feedback in lessons, individualised instruction, learning styles (inc. metacognition and self-regulation), encouraging peer interactions and personal independence amongst students, supporting learning as a journey not a destination, small group tuition, teaching assistants and tools to support learning and one-to-one mentoring. Staff inset will include regular CPD to enhance the progress of pp students. Deficits in self-efficacy as a barrier to learning (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) can also be addressed.

Tier 2: Cestrian Behaviour

Targeted Intervention

This can include: strategies for metacognition and self-regulation (learning to learn and motivation to learn), mentoring and the stretch, challenge and raising aspiration programme. All of this is based on regular and robust data analysis. All assertive mentoring is based on aspiring to enriched lives and careers. Behaviour for learning this includes behaviour interventions, alternative provision, social and emotional learning, mental health support and attendance interventions (including my tutor and NISAI for persistent absentees learning and progress whilst the solution for improving attendance is found).

Tier 3: Cestrian Character

Supporting wider opportunities

This includes art and sports participation, targeted extracurricular activities and summer school (all subject to future Covid-19 guidance from central government). Other interventions, categorised below, are also part of the offer for extending school time where it is safe to do so - mentoring, careers support, behaviour interventions, attendance interventions, social and emotional learning, homework club, one to one mentoring.

Parental support

Our focus is to support parents to support pupils in achieving their fullest potential. This can include some support with material barriers (such as uniform and equipment), social and emotional learning, ensuring that parents can engage with school at every appropriate opportunity (via email & phone in working hours and through parental evenings)

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. 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.

Roles and Responsibilities

Champion	Authoring intent, 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
CFOO	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