Alternative Provision Service
(Encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

Pupil Premium Policy 2023

Vision
To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission
A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles
Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by:	PRU management committee	**Date:** 13th March 2023
Last reviewed on:	15/03/2021	
Next review due by:	March 2024	

Contents

Aims

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.

Legislation and guidance

This policy is based on the <u>pupil premium allocations and conditions of grant guidance 2022 to 2023</u>, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on <u>virtual school heads' responsibilities concerning the pupil premium</u>, and the <u>service premium</u>.

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Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Use of the grant

Our spending strategy is informed by research evidence, such as the <u>guide published by the Education Endowment Foundation (EEF)</u>.

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide by including activities that:

- Support the quality of teaching, such as staff professional development.

- Provide targeted academic support, such as tutoring; and

- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

As a Pupil Referral Unit our pupils are vulnerable and often disadvantaged and many present with social, emotional and mental health difficulties.

The use of the grant will be based upon need of each teaching base depending upon the particular cohort of children and their barriers to learning. These will be based on the following intended outcomes.

1. Raise attainment of Pupil Premium pupils

2. Raise aspirations of Pupil Premium pupils

3. Increased life experiences of Pupil Premium pupils

4. Improved mental & physical well-being, and social behaviours of Pupil Premium pupils.

Pupils within Alternative Provision struggle with a variety of barriers and many struggle with social, emotional, and mental health issues. Therefore, decisions to spend are based on consultation with students, parents and specific needs identified by staff and senior leaders. Pupil Premium may be used to address a wide range of needs and will take group and individual needs into account.

Some examples of how the Alternative Provision Service use the grant include, but are not limited to:

- *Providing extra one-to-one or small-group support*

- *Providing experiences and activities to improve aspiration and enrich the curriculum (for example, peripatetic music lessons, sport/gym and outdoor education, cultural trips and activities)*

- *Employing extra teaching assistants*

- *Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)*

- *Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)*

- *Funding educational trips and visits*

- *Funding English as an Additional Language support for children who speak another language.*

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Information on how the school uses the pupil premium is available on the website www.paceandlaunchpad.sthelens.gov.uk

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years 1 - 11

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children
Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils recorded in the most recent January census:

- With a parent serving in the regular armed forces

- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census.

- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Roles and Responsibilities

Headteacher and senior leadership team

The 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 PRU Management Committee is responsible for:

- Holding the headteacher 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 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.

Other 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 the 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.

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the PRU Management Committee.