



# THE MILFORD ACADEMY Pupil Premium Policy

Ratified at Governors 23<sup>rd</sup> November 2023

- |   |                    |
|---|--------------------|
| M | - Motivated        |
| I | - Independent      |
| L | - Learning         |
| F | - Forward Thinking |
| O | - Outstanding      |
| R | - Respect          |
| D | - Determined       |

## **Aim**

At Milford, we want all our children to be ambitious, have high aspirations and be successful while accepting that “success” can be defined in many different ways. We believe that effort, determination, passion for learning and enthusiasm are qualities that make the difference between success and failure and we can enable all pupils whatever their background, be successful. We are equally determined to ensure that all our children are given every opportunity to realise their full potential. Pupil premium funding provides a significant contribution to our overall budget and this policy explains how it is spent to maximum effect.

## **Legislation and guidance**

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE), and the [service premium](#)

## **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 they can reach their full potential.

## **Use of the grant**

### ***Building Belief***

We will provide a culture where

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind-sets towards learning

### ***Achievement for all***

We provide a culture where:

- staff believe in ALL children and ALL children believe in the staff.
- a ‘can do’ attitude supported by personalised solutions to overcome barriers.
- “no excuses” made for under performance.

- staff support children to develop “growth” mind-sets towards learning.

### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Intervention strategies are informed by research, (e.g. Sutton Trust Education Endowment Foundation) and internal review to identify which ones are the most effective.

### ***Identification of Pupils***

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data, identification of pupil needs and maintaining of performance.
- ALL staff are aware of who pupil premium and vulnerable children are and the reasons why.
- ALL pupil premium children benefit from the funding.

Underachievement at all levels is targeted which obviously includes higher attaining pupils

Individual needs and potential are evaluated forensically so that progress and attainment can be maximised alongside the enjoyment of education.

### ***Improving Day to Day Teaching***

We will continue to ensure that all children across the school receive consistently good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

### ***Increasing learning time***

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Early intervention strategies (Early Start, EYFS, KS1)
- Develop independent learning. (After School Clubs, Breakfast Club, MOOSE, Homework Club, School Residentials).
- Extended learning opportunities, (After School Clubs, Breakfast Club, MOOSE, Homework Club, School Residentials).

### ***Individualising support***

Effective individual additional support will be provided by:

- Identifying barriers to learning and seeking to remove them.
  - Ensuring effective communication between additional support staff and teaching staff.
  - Team leaders delivering and monitoring the effectiveness of interventions.
  - Developing the expertise of staff interventions.
  - Effective and robust multi-agency liaison.
  - Supporting parental aspirations (MOOSE, PSW).
  - Developing child confidence and resilience.
- Providing additional opportunities for individual, group, interventions during the extended school day.

### ***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis

### **Eligible Pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in school. Children aged 3 and 4 may be able to access Early Years Pupil Premium funding. Children 5 and above may be able to access Pupil Premium funding. Eligible pupils fall into the categories explained below.

#### **Ever 6 free school meals**

Pupils recorded in the most recent October 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 October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) 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 October 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
- In state care from outside England and Wales before being adopted [This is a new criterion for the 2023-24 financial year]

### **Ever 6 service children**

Pupils recorded in the most recent October 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 October 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 it is implemented across the school
- Ensuring 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 pupil premium 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.

- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### **Governors**

The governing board 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

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate

- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents • Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

### **Reporting**

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- learning in the curriculum
- social, emotional and behavioural issues
- enrichment beyond the curriculum
- families and community
- an overview of spending
- total PPG (pupil premium grant) received
- total PPG spent
- total PPG remaining
- a summary of the impact of PPG
- performance of disadvantaged pupils (compared to non-pupil premium children)
- other evidence of impact e.g. Ofsted, Accreditations o Case studies (pastoral support, individualised interventions)
- implications for pupil premium spending the following year

By the 31<sup>st</sup> of December each year, the Pupil Premium Lead at The Milford Academy will ensure that the Pupil Premium Strategy Report is on the school website.