



# **PUPIL PREMIUM POLICY**

March 2024

## Version History

Version Information Version No.	Updated By	Updated On	Description of Changes
1.0	Michele Aldridge	December 2020	New policy format
2.0	Pip Smith	March 2022	Policy reviewed and updated.
3.0	Pip Smith	March 2023	Reviewed and updated
4.0	Pip Smith	March 2024	Reviewed and updated

## Contents

1 Scope .....	2
2 Introduction .....	2
3 Pupil Premium Allocation .....	3
4 Measuring the Impact of Pupil Premium.....	4

## 1 Scope

- 1.1 This document contains The Serendipity Centre Ltd's (TSCL) policy on the Pupil Premium Grant (PPG).

## 2 Introduction

- 2.1 Pupil Premium was first introduced in April 2011. The Government believes that the PPG, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers, by ensuring that funding to tackle disadvantage reaches the students who need it most.
- 2.2 PPG is allocated to students from low income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after (CLA) continuously for more than six months. In 2012 - 2013, the government extended the eligibility of pupil premium to students who have been eligible for FSM at any point in the last 6 years, known as the 'Ever 6 FSM'.

- 2.3 In addition, a premium has also been introduced for children whose parents are currently serving in the armed forces.
- 2.4 This service premium is designed to address the emotional and social well-being of these students.
- 2.5 Evidence shows children from such identified vulnerable groups generally have lower educational attainment than their peers. Therefore, schools receive this additional funding, on top of existing school budget, with the aim of narrowing the attainment gap, by helping to reduce educational inequalities and barriers to learning.
- 2.6 It is the Local Authority's (LA) decision as to how the funding is allocated and as an Independent Special School, we may not always receive the additional funding.

### 3 Pupil Premium Allocation

- 3.1 As published by the Education and Skills Funding Agency (December, 2022) [RD1], the PPG per student for the financial year 2023 to 2024 year is as follows:

<b>Disadvantaged children</b>	<b>Pupil Premium per student</b>
Students in Year Groups R to 6 recorded as Ever 6 FSM	£1,455
Students in Year Groups 7 to 11 recorded as Ever 6 FSM	£1,035
Children Looked After (CLA)	£2,530
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	£2,530
<b>Service children</b>	<b>£335</b>
Students in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£310

- 3.2 Schools are free to spend the PPG as they see fit. However, the Government will hold Head Teachers and school leaders accountable for the decisions they make through: the performance tables which show the performance of disadvantaged students compared with their peers; the Ofsted inspection framework, under which inspectors

focus on the attainment of student groups, and in particular those who attract the pupil premium; and the reports for parents that schools have to publish online.

- 3.3 In addition, as outlined in the guidance *Pupil premium: allocations and conditions of grant 2021 to 2022* (December, 2021) [RD1], the PPG allocation for CLA must be managed by the designated Virtual School Head in the authority that looks after those children. Individual Virtual School Heads may choose whether or not to allocate PPG to schools on a termly or annual basis.
- 3.4 The LA is not permitted to carry forward funding held centrally into the next financial year. The PPG is to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP).
- 3.5 The Virtual School Head should ensure, through discussion with the child's designated educational setting, how the student will benefit from any PPG.
- 3.6 As an SEND school offering specialist provision for girls with severe or complex behavioural, emotional, social or mental health difficulties, we allocate the PPG on an almost student by student basis, providing personalised rather than 'blanket' support.
- 3.7 Through discussion with class teachers, students and other educational and health professionals we have created bespoke packages so we can meet holistic needs and promote student wellbeing in a meaningful manner, as well as ensuring that the students make academic progress across the curriculum.
- 3.8 Concentrating on literacy and numeracy, progress data is analysed to identify areas for development with teaching strategies determined to ensure progress.

## **4 Measuring the Impact of Pupil Premium**

- 4.1 PPG is reviewed on a termly basis in conjunction with The Serendipity School, the Virtual School Head, the student's social worker and the student's parent/carer, as part of the PEP review.
- 4.2 At each subsequent PEP, the school will show the progress the student has made with the agreed specific intervention(s).
- 6.3 The Virtual School Head will also review the impact PPG has had on a student at the end of the academic year.
- 4.4 Currently each LA and Virtual School has their own protocol for the reporting and recording of information towards a PEP.
- 4.5 The Serendipity School will support this by continuing to use the evidence gathering systems favoured by the individual LA or Virtual School.
- 4.6 We will ensure the impact of the interventions that we put in place by measuring progress and tracking achievement and attainment at all stages.

- 4.7 The requirement to publish online information about how we spend PPG ensures that parents, carers and others are made fully aware of the attainment of students covered by the premium and the extra support that they receive.
- 4.8 The amount of PPG received, the planned projected expenditure and its impact is available in a separate report.

## **5 Monitoring and Review**

- 5.1 In order to ensure that it reflects current best practice, this policy will be reviewed every year by the Senior Leadership Team. The Head Teacher will assess the progress of the policy and will decide on any changes in conjunction with the appropriate staff.