

Langley Grammar School

Pupil Premium Policy



1. Rationale and aims

We are committed to ensuring all students at Langley Grammar School, including students who attract the Pupil Premium Grant, achieve excellent academic outcomes and are given access to wider opportunities. We will use the Pupil Premium Grant (PPG) to help remove potential barriers for individuals and groups of students in order for them to develop into well-rounded, confident and successful young adults. This policy therefore sets out our approach to the allocation of PPG funding in school.

This policy has been written in line with the Department for Education's current guidance and October 2019 policy paper on the effective use of the Pupil Premium Grant, and the Education Endowment Foundation (EEF) *Guide to the Pupil Premium* (Autumn 2021).

The grant is not ring-fenced to individuals and does not provide a personal budget; the use of this funding may be case dependent and will be allocated where the school deems there to be most need. Schools are encouraged by the Department for Education to spend the funding on whole school improvements which will benefit non-disadvantaged pupils as well as those who attract the PPG and the Department of Education's Policy Paper for Pupil Premium states that 'school leaders are best placed to assess their pupils' needs and use funding to improve attainment'.

2. Allocation

The number of disadvantaged students who attract the Pupil Premium Grant at LGS is relatively low, (typically about 8% of the cohort, compared to 27.7% nationally in 2018-2019). Students from disadvantaged backgrounds generally achieve outcomes which are in line with other students within our school.

PPG funding is lagged and is based on the October census return from the previous year; the first payment is not received until nine months after the start of the academic year. We will use each year's allocated funding to support disadvantaged students across Years 7-11, and any other students judged as being in need.

We will encourage students in Years 12 and 13 to apply for the 16-19 Bursary to support any additional costs associated with pursuing their A Level courses.

3. Accountability

We will be transparent in how we spend the Pupil Premium Grant by:

- publishing annual reviews on the website
- writing to parents and guardians, detailing the provision
- talking with disadvantaged students to identify barriers in order to create bespoke support

- providing Governors with evidence based reports to quality assure pupil premium related funding.

4. Definitions and Rates 2021 – 2022

The following definitions are provided by the Department for Education.

Terms	Definitions	Pupil Premium Grant (per pupil funding)
Disadvantaged		
Ever 6FSM	Pupils in Years 7 to 11 recorded as currently allocated FSM or having had this provision in the last 6 years (EVER6)	£955
LAC or Previous LAC	Looked After child (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. OR 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 agreements order or residence order.	£2,345
Service Children		
Service Ever 6	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

Recovery Funding:

The recovery premium is a one-off premium paid to schools to help support education recovery following the COVID pandemic. This fund will help strengthen our support for disadvantaged pupils.

5. How funding will be spent

a) Pupil Premium FSM and Ever 6 FSM:

We follow a three-tiered approach following the framework suggested by the Education Endowment Foundation – see the diagram in Appendix 1. The following suggestions are not an exhaustive list.

Tier 1: Developing quality of teaching for all

Tier 1 support may include:

- Purchasing various resources to develop whole school priorities such as developing vocabulary.
- Staff training initiatives to strengthen teaching and learning.

Tier 2: Individual academic support

Tier 2 support may include funding the provision of:

- Revision apps, eg GCSEpod
- Revision guides
- Targeted revision sessions
- Subject-specific intervention
- Transport to attend revision sessions
- Tuition
- iPads for learning

Tier 3: Wider strategies for individuals that support personal development and readiness to learn, develop resilience or encourage high aspirations.

Support may include full or partial funding for:

- Peripatetic music lessons
- Clubs – transport or kit within or outside of school
- Educational visits and other chargeable activities
- Uniform
- Stationery and folders
- Enabling parents to attend events in which their students are participating
- Access to Student Support and specialist staff e.g. Behaviour and Welfare Practitioner.

In cases of families facing extreme financial difficulty, we may be able to support students with more unusual but necessary items like a mattress or desk and chair. These items must be essential for students' ability to learn and to support their wellbeing.

b) Pupil Premium Plus:

Looked After Children (LAC) and Previously Looked After Childre (PLAC) are identified as Pupil Premium Plus. These students have access to the funding support above. They may also require a more intensive provision and additional time with a counsellor or our Behaviour Practitioner. Priorities for use of the Pupil Premium Plus funding will be discussed and agreed between the parents and the Designated Teacher for LAC.

c) Service Pupil Premium:

Service Pupil Premium students may require some additional pastoral support facilitated by Phase Leaders. This is to help support them through the frequent changes of school which are likely for service families.

6. Monitoring and evaluating strategies:

We will follow the EEF's recommended approach by developing an effective cyclical strategy – see the diagram in appendix 2. We will publish our three year plan and review our strategies annually by following this approach: diagnose students' needs / use strong

evidence to build or adapt strategies / implementation / monitoring and evaluating said strategies.

7. Policy evaluation and review

The implementation and impact of this policy will be monitored and evaluated by the Governors' Students, Staff and Community Committee. The policy will be reviewed every two years, or whenever there is a significant change in national guidance on support for disadvantaged pupils, LAC or Service children.

Reviewed by Students, Staff and Community Committee: Dec 2021

Approved by Headteacher: Dec 2021

Review date: Nov 2023

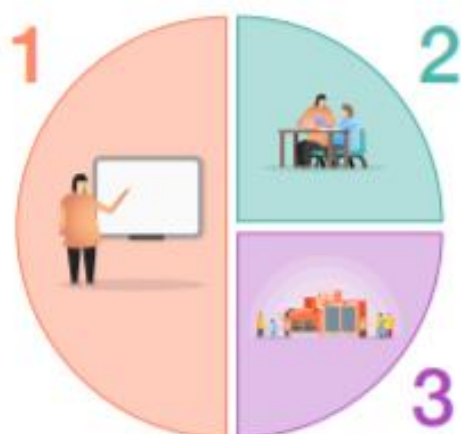
Appendix 1:

Taken from Page 5 of 'The EEF Guide to the Pupil Premium – Autumn 2021'.

The tiered approach to school improvement

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

The tiered approach aligns with the DfE strategy template, so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.



1. High quality teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

Appendix 2:

Taken from Page 7 of 'The EEF Guide to the Pupil Premium – Autumn 2021'.

