

CAMBRIAN

Nurturing Growth - Inspiring Minds



Pupil Premium Policy

February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
Author	Head of Inclusion	Approved By	Trust Board
Last Reviewed	25/02/2025	Next Review	25/02/2026
Review Cycle	Annually	Version	2025

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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces

- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- 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 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.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- 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 local governing body 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 the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. 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.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
Communicating with and supporting parents	

Appendix B: Pupil Premium Strategy Statement

Wantage CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Wantage CE Primary
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andy Browne, Headteacher
Pupil premium lead	Evy Boehm, Deputy Headteacher
Governor / Trustee lead	Sue Hunter

Pupil Premium Strategy Statement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£133,200.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and that they will not only learn but be inspired, flourish and enjoy their time at Wantage CE Primary School.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and be successful.

At Wantage CE Primary School, our strategy for disadvantaged pupils is also informed by the SEND Code of Practice (2015), Rosenshine's Principles (2012), Oxfordshire's Ordinarily Available Toolkit (2023) and EEF's Guide to Pupil Premium (2023). The strategy is a summary of everything we do at Wantage CE to ensure that our disadvantaged pupils are successful and flourish at primary school. The strategy starts with our whole school vision, our ethos, and our approach to the curriculum, teaching, learning and enrichment; it encompasses the excellent care that we provide for our children and families through our pastoral team and SEND provision; and culminates in the specialised and bespoke intervention and targeted support for individual pupils that we provide.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are under the TAF (Team around the family) process; there may be complex family needs that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, and enable them to have an outstanding education.

Excellent quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Statement of intent

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There are gaps in attainment and progress between PP and non-PP children in GLD, KS1 and KS2.
2	Some of our PP children have SEND; 29% of SEND children are PP
3	Poor learning behaviours of some PP children have a detrimental effect on their academic progress and that of their peers
4	Attendance rates for pupils eligible for PP are below non-PP children: This reduces their school hours and causes them to fall behind (July 2024 PP 92.31%; Non-PP – 95.50%)
5	Some parents/carers of PP children are not working effectively with school to overcome barriers in their children’s learning
6	Expectations of children from staff (PP and non-PP) could be higher
7	Our assessments and observations indicated that the education and wellbeing of many of our disadvantaged pupils continues to be impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and language development.

Statement of intent

Intended outcome	Success criteria
To continue to improve performance of PP children in reading, writing and maths closing the gap between their progress/attainment and that of other pupils in school and nationally.	<ul style="list-style-type: none"> The attainment gap between PP and non-PP children needs to close in FS, KS1 and KS2
To make sure that all PP children with SEND are supported effectively	<ul style="list-style-type: none"> Children with additional needs are supported effectively through the school's SEND practice, with the recognition of and support of any additional factors that PP children face
To continue to improve the behaviour of some of the PP children	<ul style="list-style-type: none"> Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident from pupil interviews and reports from class teachers ELSA assessment and support where necessary including nurture groups Focus pupils will have improved attendance, happier experience in school and demonstrate faster progress Continue to use the Pivotal approach (and Behaviour blueprint) and nurture groups where necessary Improvements evident in targeted children – happier, less disruptive, and more secure at school. Classmates will benefit from this with calmer atmosphere and fewer distractions

<p>To continue to improve and increase expectations of all PP and non-PP children by all staff</p>	<ul style="list-style-type: none"> • Quality first teaching will be evident across school • Resilience and motivation of all pupils, using the Learning Powers, will improve • Teachers will continue to have a “ask first, mark first” attitude to all PP children • Every adult working in the class will know their PP children and be able to describe the needs of their children
<p>To continue to improve the attendance rates of PP children</p>	<ul style="list-style-type: none"> • Overall attendance will continue to improve so that PP attendance is in line with non-PP pupils, improving from last year’s percentage of 92.31% and in line with the school’s target of 97%
<p>To continue to improve PP parental engagement in supporting learning and improving children’s welfare and well-being</p>	<ul style="list-style-type: none"> • Attendance by PP parents/carers at school meetings and events continues to improve • Focus families will continue to feel more confident to engage with school • PP parents will continue to support their children at home eg hearing children read, engaging with their homework and supporting with home learning when necessary • Focus families will continue to demonstrate greater attendance and faster rates of progress • Continue to improve links with all families with regular informal contact, coffee mornings etc. • Increase attendance of PP families; continue with family links

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Walkthrus	Walkthrus provide a common visual reference that helps teachers and coaches discuss what's happening in the classroom. This shared understanding can improve the quality of teaching of disadvantaged children	1,2,3,6,7
RWI training (whole school and in partnership with Ruth Miskin Training)	Children from disadvantaged backgrounds may face challenges with literacy for a number of reasons, including low income, poor housing, and low parental education levels. These factors can make it	1,2,3,6,7
	difficult for families to support their children's learning and development. RWI teaching in smaller groups, can help identify and enable regular assessment of the progress of disadvantaged children	
Mastery in Number/Embedding Maths Mastery delivered by inschool training and the BBO	Teaching maths for mastery is a transformational, evidence-based approach. When taught to master maths, all children develop their fluency without resorting to rote learning. They are able to solve non-routine problems without having to memorise procedures.	1,2,3,6,7

Enrolment of staff in leadership training and development to continue to develop skills and promote retention	Provide opportunities for staff to learn and develop, to continue to keep high retention of staff and to continue to provide quality first teaching for all children.	1,2,3,6,7
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Targeted academic support (for example, structured interventions)

Budgeted cost: £58,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, particularly in Year 6. Taken “in house” so that tutoring provided by Teachers and TAs who are known to pupils.	1,2,3,6,7
Targeted interventions to support language development, English and Maths	Some of pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by designated adults for all children. These include “Fast Track”, WellComm, Maths Gaps, Talk Time, Colourful Semantics and Fizzy Fingers etc.	1,2,3,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and improve the emotional health of some PP children and SEND support for PP children, including a “Nest” unit	Emotional health and well-being issues present a significant barrier to learning for PP/SEND children from those families, including low income, poor housing, and low parental education levels.	3

Improve learning behaviours – recruit and train new ELSA	An Emotional Literacy Support Assistant (ELSA) can help disadvantaged children in schools by helping them feel safe and happy, and by helping them to understand and manage their emotions.	3
Continue to improve attendance rates of PP children	When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Employ an attendance officer.	4
Continue to improve levels of PP parental engagement and confidence in supporting their children's learning	Evidence cited by the EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents' own skills, such as improving levels of literacy. Evidence shows that the earlier parents can be involved the longer the lasting impact.	5
Continue to enable disadvantaged children to have equal access to visits, experiences, after school clubs etc.	Sports and arts participation has been shown to improve the attainment of children by the EEF. Children have higher self-esteem and confidence when participating in clubs (especially sports teams). Also to develop leadership opportunities in particular for PP/SEND children including prefects, school parliament etc.	2,3,4,5

Total budgeted cost: £133,200