

## **PUPIL PREMIUM POLICY**

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| <b>Date of last review</b>                                        | <b>Summer Term 2026</b> |
| <b>Review cycle</b>                                               | <b>Annual</b>           |
| <b>Policy due for review and approval by Local Governing Body</b> | <b>Summer Term 2027</b> |

## **Mission Statement**

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The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the re-engagement of the young person with education

## **Equalities Statement**

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All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all of its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

## Overview

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The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on census figures for students registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium was introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

The Pupil Premium is additional to main PRU funding and it will be used to address any underlying inequalities between children eligible, by ensuring that funding reaches the students who need it most.

## Objectives

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- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students
- The funding will be used to narrow and close the gap between the achievement of these students and their peers
- As far as its powers allow, SVC will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
- We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives

## Strategies

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SVC will develop a strategy, with identified priorities based on the most pressing presenting needs of the current pupil cohort, **following the DfE's 5-step approach (detailed below) and using the DfE's strategy template..**

In the development of our strategy we will use the strategy template provided by the DfE to develop our plan. Our strategy will:

- Address the challenges within our control that are having the most significant impact on disadvantaged pupils' outcomes
- Combine evidence about 'what works' with our knowledge of our school
- Set ambitious but realistic target outcomes

We will create a 3-year strategic plan, which we will review every year.

All activities funded through the pupil premium will align with the DfE's 'menu of approaches', which sets out interventions across three tiers:

- **Tier 1: High-quality teaching** – including developing high-quality teaching, assessment and a broad and balanced curriculum, professional development, and supporting teacher recruitment and retention
  - **Tier 2: Targeted academic support** – including 1-to-1 and small group tuition, peer tutoring, targeted interventions for literacy and numeracy, and support for pupils with SEND
  - **Tier 3: Wider strategies** – including supporting pupils' social, emotional and behavioural needs, attendance support, extra-curricular activities, breakfast clubs and meal provision, and communicating with and supporting parents/carers
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- Pupil Premium will be clearly identifiable within the budget

- Any activities funded using the pupil premium will align with the 'menu of approaches' provided by the DfE, across 3 tiers: high-quality teaching, targeted academic support, and wider strategies.
- The Headteacher, in consultation with the Local Governing Body (LGB) and staff, will decide how the Pupil Premium is spent for the benefit of entitled students
- SVC will assess what additional provision should be made for the individual students
- SVC will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Head teacher will report to the LGB and parents on how effective the intervention has been in achieving its aims
- We will publish online information about how we have used the Premium by 31<sup>st</sup> December
- We will ensure that parents, management committee and others are made fully aware of the attainment of students covered by the premium
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these students
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor, evaluate and review the success of the impact of the pupil premium funding.

## Outcomes

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This policy will play an important part in the educational development of the individual students who are entitled to the Pupil Premium.

We will ensure that these students are treated equally and as favourably as others, and that the additional funding is used well to address the challenges they face. SVC will use the additional funding to promote the achievement and progress of all entitled students. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

## Pupil Premium to Support Children Looked After (CLA)

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Pupil Premium for children looked after is referred to as Pupil Premium Plus (PP+). CLA are eligible for PP+ as soon as they enter care, if they were between 4 and 16 years of age inclusive. PP+ will be used in relation to SMART targets in the student's Personal Education Plan (PEP), or when the school presents a relevant case to the Virtual School (VS) Team.

### Pupil Premium to Support Previously Looked After Children (Previously LAC)

SVC is also responsible for using the pupil premium to address the specific educational needs of previously looked after children. The Designated Teacher for LAC and previously LAC will consult with parents/carers of eligible pupils and the Virtual School Head to make sure funding is used effectively. Previously looked after children are those who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside England and Wales. All support for previously LAC will align with the DfE's 'menu of approaches' and will be carefully monitored to ensure positive outcomes.

**In most cases, the focus for funding should be one or more of the following intervention areas:**

- **Academic achievement or progress** – i.e. clearly subject related outcomes and actions.

- **Wider progress or achievement** – i.e. in a field the child can demonstrate success.
- **Attendance or punctuality at school**
- **Inclusion** – i.e. reducing internal and external exclusion through staff training and techniques.
- **SEMH and wellbeing of child** – i.e. staff training in Emotion Coaching or Zones of Regulation, social skills development and therapeutic work.
- **Behavioural support** – i.e. communication training, specialist 'trauma informed' staffing.
- **Transition into the next key stage and/or a new learning provider** – i.e. transitional objects, access days.
- **Raising Aspirations/increasing opportunity** – i.e. university trips/higher education activities or employment linked activities.
- **Laptops/IT devices**
- **Tuition** – at the professional agreement of school and VS in line with the separate tuition policy.
- **Staff development** - in ways where the impact on CLA pupils can be measured.

**PP+ will not be used in the following circumstances:**

- To 'double fund' or replace funding which should have been allocated by the school from base or SEND EHCP funds to support a child.
- School trips (unless high cost/abroad), social and leisure activities like clubs – Foster carers receive a weekly allowance which should cover these costs.
- Interventions that school staff ordinarily put in place for all/some pupils – e.g. focus groups, TA support.
- To fund resources that all children have access to as part of their pupil funding.

The Designated Teacher for CLA will maintain careful oversight of PP+ allocated to SVC and play an active part in the decision making and requesting of funds for our young people.