Marston Thorold's Charity C of E Primary School

Marston Thorold's Charity Church of England Primary School

Pupil Premium Policy (incl. Service Premium) with Designated Teacher Policy for Looked After Children (LAC) and Previously LAC

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Pupil Premium Policy including Service Premium

Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA 'Pupil premium: allocations and conditions of grant 2025 to 2026'
- DfE 'Promoting the education of looked-after children and previously looked-after children'
- DfE 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) 'The EEF Guide to the Pupil Premium'

Background and Aims

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching.

Eligibility

The criteria for eligibility for the funding are those children who

- are eligible for free school meals (FSM)
- have been eligible for free school meals at some point over the last 6 years (known as Ever6 pupils)

- have been looked after by the local authority continuously for more than six months (LAC) or post looked after (PLAC)
- have parents serving in the armed forces

For the remainder of this document, the above children will be known as PP.

Pupil Premium funding is allocated per child. This is currently £1,515 for FSM and ever 6 children, £350 for forces children and £2,630 for LAC (Looked After Children) and PLAC (Pupils who have been adopted from care or have left care). This policy outlines how we will ensure it is spent to maximum effect.

Context

When making decisions about using this funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing due to emotional difficulties. The challenges are varied and there is no "one size fits all".

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending by:

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We have understanding of the non-academic challenges that pupils may face such as attendance and levels of persistent absences, behaviour incidences, mental health and wellbeing concerns and high pupil mobility.

Building Belief

We provide a culture where:

- staff and governors 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

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
- we use research (such as the EEF) to support us in determining the strategies that will be most effective
- Draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families

Identification of Pupils
We will ensure that:

- all teaching staff and support staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming
- underachievement at all levels is targeted (not just lower attaining pupils)
- children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if….."

Identifying appropriate and effective responses
We will continue to ensure that we use a wide range of evidence to inform our decision-making, alongside our expert knowledge of pupils. We use this evidence to help us understand:

- which specific activities have been found to be the most effective in addressing the types of challenge that your pupils face
- what implementation strategies may be important to ensure success in your school
- the potential scale of impact that you can achieve for specific activities

Developing a plan for using pupil premium to maximum effect
Our plan:

- focuses on the challenges that are having the most significant impact, and are within your control
- sets ambitious, but realistic, targets
- allocates funding to activities most likely to deliver those outcomes, based on evidence of what works

Ensuring high quality teaching for all pupils
We continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching that:

- sets high expectations

- ensures consistent implementation of key areas, e.g. marking and feedback, target setting
- shares good practice within the school and draws on external expertise
- provides high quality CPD
- improves assessment through collaborative levelling and moderation

Increasing learning time
We will maximise the time children have to "catch up" through:

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours (as appropriate)

Individualising support
Whilst this policy refers specifically to the use of funding to support a specific group of children, there should be no stigma attached to this. PP children do not 'wear a label' – we ensure that all children are targeted to receive individualised learning programmes – everyone receives something

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- provide high quality interventions
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- using volunteer readers
- providing information and support for parents to develop their own skills to support their children's learning within the curriculum
- tailoring interventions to the needs of the child (e.g. targeted sessions in the afternoons for children who struggle in the main lesson)
- recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

When evaluating impact, we:

- measure success based on outcomes for disadvantaged and vulnerable pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, we do not:

- use data that does not focus on pupil outcomes

- base evaluation on the reactions of those delivering the activity
- use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

The outcomes of our evaluation inform our decisions about whether to sustain or stop each activity. We believe that it is particularly important to continue monitoring implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

Reporting

It will be the responsibility of the executive headteacher, or pupil premium lead, to produce the DfE Pupil Premium Strategy template and to show on the school website. In addition, regular reports will be produced for the Governing Board, which will include:
When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
- an overview of spending
- a summary of the impact of PPG

The Governing Board will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Pupil Premium Lead: Elaine Bedford

Pupil Premium Link Governor: Gordon Cannon

Designated Teacher Policy for Looked After Children and Previously Looked After Children

1. Aims

The aim of this policy is:

- To promote educational inclusion for Looked After Children (LAC), to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally
- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children.
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children and supports other staff members to do this too.
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.

It also takes into account section 20 and section 20A of the Children and Young Persons Act 2008.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Academies Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE 'Promoting the education of looked-after children and previously looked-after children'
- DfE 'The designated teacher for looked-after and previously looked-after children'
- DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Keeping children safe in education 2025'
- DfE 'Working together to safeguard children 2023'

3. Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children (PLAC) are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:

  - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
  - A special guardianship order
  - An adoption order
- They appear to the governing board to have:
  - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
  - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

4. Identity of Our Designated Teacher

Our designated teacher is Elaine Bedford.

You can contact them by email: elaine.bedford@gvsf.school

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

5. Role of the Designated Teacher

5.1 Leadership Responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children.
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
  - Working with VSHs
  - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
  - The things which can affect how looked-after and previously looked-after children learn and achieve
  - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole-school policies to ensure they consider the needs of looked-after and previously looked-after children.
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities.
- Act as a source of advice for teachers about working with looked-after and previously looked-after children.

- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations.
- Have lead responsibility for the development and implementation of looked-after children's PEPs.
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

5.2 Supporting Looked-After Children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs.
- Have overall responsibility for leading the process of target-setting in PEPs.
- Monitor and track how looked-after children's attainment progresses under their PEPs.
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP.
- Ensure the identified actions of PEPs are put in place.
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils.
- Ensure that:
    - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered.
    - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced.
    - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan.
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version.

5.3 Supporting both Looked-After Children and Previously Looked-After Children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding.
- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them.
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes.
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding.

- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children.
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use.
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas such as attendance, homework, behaviour and future career planning.
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure other staff also have awareness and understanding of this.
- Ensure the SEND code of practice, as it relates to looked-after children, is followed.
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have.
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary.
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services.
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs.
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children.

5.4 Relationships Beyond the School

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children.
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom.
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education.
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments.
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
    - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans.
    - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action.
    - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption.
    - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process.

- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians.
- Make sure that for each looked-after child:
    - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress.
    - School policies are communicated to their carer and social worker and, where appropriate, birth parents.
    - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips.
- Where a looked-after child is at risk of exclusion:
    - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.
    - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour.
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion.

6. Monitoring Arrangements

This policy will be reviewed annually by Elaine Bedford, Designated Teacher and approved by the governing board.

Looked After Children link governor: Sandra Jackson

7. Links with Other Policies

This policy links to the following policies and procedures:

- Behaviour
- Child protection and safeguarding
- SEND
- Supporting children with medical conditions and Asthma