

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

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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

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil Premium Strategy Statement

St Nicholas C of E 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
Number of pupils in school	120 (100 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2027
Statement authorised by	M Rooke
Pupil premium lead	A Merryweather

Governor / Trustee lead	L Speakman
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,080

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our approach draws on findings from The National Foundation for Educational Research. These findings suggest that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas outlined below but focusing all the time on teaching quality (investing in learning and development for teachers).

At St Nicholas C of E we focus on these three areas of activity as the drivers to help narrow and ultimately close the attainment gap. This tiered approach combines:

Staff development to improve teaching (and learning)

Targeted academic support

Wider strategies that support readiness to learn

Improving these areas will inevitably benefit non-eligible pupils as well.

Staff development to improve teaching

Training and professional development is arranged throughout the year for all staff to improve the impact of teaching and learning for pupils. Typically, this focuses on priority areas within 'The Quality of Education'. Overwhelming the CPD programme focuses on improving staff knowledge and pedagogy.

Targeted action and academic support

Each year the leadership team review (and re-identify) the main issues preventing disadvantaged pupils from succeeding at school and use the pupil premium to facilitate strategies to overcome these barriers.

Wider strategies that support readiness to learn

Although the main aim of the pupil premium is to raise attainment, we spend pupil premium on:

non-academic outcomes, such as improving pupils' mental health (ELSA and training for staff)

non-academic improvements, such as better attendance

activities that will also benefit non-eligible pupils (Forest School, Extra-curricular, activities to help increase pupils' confidence and resilience)

This might include non-academic use of the pupil premium such as:

- *school breakfast clubs*
- *help with the cost of educational trips or visits*
- *additional therapy or external support*

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Vocabulary and Oral Language Development</u></p> <p>Monitoring shows that understanding of vocabulary, particularly subject specific vocabulary, is a barrier to achievement for our disadvantaged pupils. There is also evidence of disadvantaged pupils' oral language development being behind that of their peers. This impacts achievement in Reading and is a barrier to accessing the wider curriculum.</p>
2	<p><u>Wellbeing</u></p> <p>QCA checklists show that a number of pupils require additional support with wellbeing and self-regulation. Parental communications show evidence of emotional wellbeing having a greater impact on pupil engagement and feelings towards school. Instances of teachers seeking support from the SENCo for pupils with emotional needs are higher.</p>
3	<p><u>Resilience</u></p> <p>Monitoring shows that disadvantaged pupils demonstrate lesser resilience towards learning tasks and attitude to school life is less positive.</p>
4	<p><u>Attendance</u></p> <p>Attendance records show that disadvantaged pupils have lower attendance overall compared to the rest of the cohort. There are instances of persistent lateness and absence which has a direct impact on progress.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Whole school focus on language and vocabulary is evident across the school which contributes to greater opportunity for language acquisition and improved comprehension.</p>	<p>Vocabulary is seen as an integral part of lessons in observations and learning walks.</p> <p>Pupil books show that higher level, ambitious vocabulary is modelled, understood and used by children.</p> <p>Pupils' reading outcomes improve compared to prior data point. By July 2024 our disadvantaged children make as much progress as their peers so that reading at the end of KS1 and KS2 is in line with National. Phonics testing at the end of KS1 shows 100% of disadvantaged children pass.</p> <p>Children are able to articulate their learning and talk confidently about what they have learnt in pupil voice interviews.</p> <p>Vocabulary acquisition is a focus of the teaching of reading for children who do not have a rich experience base, to develop reading as the key for all learning.</p>
<p>There is an improvement in the wellbeing of key pupils who demonstrated need for support in this area.</p>	<p>Monitoring of data demonstrates an improvement in emotional behaviour.</p> <p>ELSA sessions provide pupils with a safe space to work through more challenging emotions.</p> <p>1:1 adult support is used for identified key pupils to provide down time and flexibility during their school day.</p>
<p>Attendance of disadvantaged pupils is improved.</p>	<p>Pupils with identified low attendance attend school more regularly. Parents of these children communicate well with school</p>
<p>Disadvantaged pupils remain regulated and able to access their learning in a resilient way through individual adjustments.</p>	<p>Evidence of ELSA support leading to improved engagement and fewer episodes of negative behaviour, for those who require it.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD program for teachers and TAs is focused on QFT and communication friendly approaches.	Focus on lesson design which engages disadvantaged learners will improve outcomes for all children. Great Teaching Toolkit: Evidence Review - Evidence Based Education	1, 3, 4
Reading approaches in KS2 are developed which targets particular areas of weakness as well as developing enjoyment of reading.	Curriculum enrichments and work on developing a reading spine which is inclusive and provides representations for all children. Great Teaching Toolkit: Evidence Review - Evidence Based Education	1
Development of the writing curriculum overview to peak interest and broaden experiences.	Training for subject lead and all teachers in planning writing journeys which focus on engaging disadvantaged pupils. Great Teaching Toolkit: Evidence Review - Evidence Based Education	1, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for disadvantaged pupils with higher needs related to attendance and resilience	Targeted support to have enabled accelerated progress. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	1, 3, 4
Phonics and reading training for intervention to support language acquisition and understanding of vocabulary. These will use our synthetic	Teaching and intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics and early reading has been shown to be more effective when delivered as regular sessions. Phonics EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £11,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a timetable of ELSA support sessions for identified pupils daily.	Throughout the year, all identified children will have had access to ELSA support as and when appropriate.	2
Close monitoring and intervention should a pp child's attendance dip below 95% Embedding principles of good practice set out in the DfE's	SLT members to develop positive working relationships with all PP families but focus on those with higher absence;	4

'Working together to improve school attendance'	communication with clear monitoring systems. Working together to improve school attendance (publishing.service.gov.uk)	
Contingency support fund for unexpected issues related to PP children.	A need for a small amount of Pupil Premium funding to be set aside to be able to respond quickly to the unidentified and unexpected needs of disadvantaged children	All

Total budgeted cost: £28,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><i>Monitoring of behaviour shows a whole school improvement in Behaviour for Learning across the year, with PP children improving at least as well as their peers.</i></p> <p><i>100% of Pupil Premium parents either attended parent's evenings; face-to-face or virtually, or they were contacted over the telephone for a consultation.</i></p> <p><i>For those children who are entitled to Pupil Premium Funding, the attendance data has improved although still sits slightly below those who are not, 91.8% compared to 93.5%</i></p> <p><i>All children entitled to Pupil Premium Funding, apart from one with additional needs, passed their phonics check at the end of KS1.</i></p> <p><i>All children entitled to Pupil Premium Funding, apart from one with additional needs, did not achieve the expected level in KS1 SATs, when these were compulsory.</i></p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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