

# 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](http://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 31<sup>st</sup> 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
<b>High-quality teaching</b>	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 href="#">a DfE validated systematic synthetic phonics programme</a> , 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 <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one, small group or peer academic tuition, including through the <a href="#">National Tutoring Programme (NTP)*</a>
	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
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in <a href="#">the working together to improve school attendance</a> 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

### *Watchfield 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	341
Proportion (%) of pupil premium eligible pupils	201 (59%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Wilson Di Sheldon

Pupil premium lead	Anne-Marie Devereux
Governor / Trustee lead	Di Sheldon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,890 based on 57 children
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£89,890

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	COVID-19 lockdown has meant that children need additional support in reading, writing and maths. Confidence and resilience in learning approaches.
2	Attendance of our PP children during COVID-19 lockdown and within non-disrupted academic year.
3	Impact of the effect of having a highly mobile school population – both between and during the academic year.

4	Impact of nurturing and teaching English to approximately 1/3 of the school who are international military children, who arrive from all over the world, speaking no English, and who will stay for only one academic year.
5	Increasingly limited ability for schools to access external support for disadvantaged families, has reduced opportunities for appropriate, targeted support to be implemented swiftly.
6	Access to a wide range of activities both in and out of school to enhance their personal development and cultural capital.
7	Impact of COVID-19 lockdown, reduced opportunity for wider social interaction and access to services such as Speech and Language, has resulted in reduced/delayed oracy development amongst the Early Years cohort.

## 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
<i>To close the increasing gap between PP and non-PP children in reading writing maths and phonics by providing additional provision to support their learning</i>	<i>Disadvantaged PP pupils make good progress to diminish the attainment gap in each year group. PP children make rapid and sustained progress Increase % of children passing the phonics screening Increase in % of PP children achieving expected in reading, writing and maths.</i>
<i>Attendance for disadvantaged pupils</i>	<i>Attendance is in line with all other groups. Target of 96% regular attendance</i>
<i>The transition of disadvantaged PP pupils within and between year groups and secondary settings is robust and ensures progress is continuous.</i>	<i>Pupils are having the opportunity to share and collate work they are proud of. Additional transition opportunities are well established</i>
<i>The curriculum for EAL pupils is robust and incorporates targeted teaching alongside best practice within the classroom.</i>	<i>Pupils make good progress to diminish the language gap resulting in greater access to the curriculum and sustained progress. Increase of children achieving expected in core areas.</i>
<i>Pupil Premium pupils are being offered additional curriculum opportunities and cultural capital is a priority</i>	<i>Pupils are taking part in an extra- curricular provision. School trips, including residential trips are financially supported.</i>
<i>Pupils and staff work together in a relational approach to understand and express the ethos of nurture and restorative practice.</i>	<i>Adults interact with children in a nurturing and relational way. There are strategies to support challenging behaviours in a therapeutic way. Adults will have a better understanding of the reasons behind behaviour and targeted support will be in</i>

	<i>place for children who require additional support.</i>
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### 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: £ 8,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff Ensure all staff have received paid-for quality training Ensure time is given to allow for staff professional development	<a href="#">EEF-Effective-PD-Recommendations-Poster.pdf</a> <ul style="list-style-type: none"> <li>• National College subscription for all staff to access online courses for the year (£2,000)</li> <li>• Read Write Inc (RWI) TA Training (£500)</li> <li>• RWI Consultancy (£1,410)</li> <li>• RWI Release Time (£2,000)</li> <li>• ELSA Course, release time and supervision (£1,000)</li> <li>• Oracy Course release time 3x£160</li> <li>• Wellcom training time</li> <li>• Boxhall Profile release time</li> <li>• Educational Psychology Service (£133) JT advises no change from previous year</li> <li>• Designated Teacher for LAC/PLAC release time (£660 x 3 days)</li> </ul>	1 2 3 5 6 7

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

Budgeted cost: £42,342

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Children whose progress causes concern - FSM and military, supported via the purchase of specific academic intervention programmes and resources e.g. additional RWI Phonics books, resources and staff training.</i></p>	<p><a href="#">Small group tuition   EEF</a> <a href="#">Phonics   EEF</a></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately 5 additional months' progress on average. Short, regular sessions (about 30 minutes, three times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be in addition to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <ul style="list-style-type: none"> <li>• Maths Hub (£1,000)</li> <li>• Mastering Curriculum (£300) 1 2 3 4 5 6 7 7</li> <li>• Read Write Inc (£685)</li> <li>• Times Tables Rockstars (£105)</li> <li>• White Rose (£150)</li> <li>• Widgit (£90)</li> <li>• Testbase (£275)</li> <li>• Maths Shed (£140)</li> <li>• Twinkl (£1,200)</li> <li>• Doodle Maths (£480)</li> <li>• Nessy (£400)</li> </ul> <p>(£4,852)</p>	<p>1 2 3 4 5 6 7</p>
<p>Teaching Assistant support allocated to undertake bespoke academic intervention programmes for children whose progress causes concern or who need additional academic intervention, FSM and military. (equivalent of 1hr per day, x14 classes) (£35,490)</p>	<p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. Investing in professional development for teaching assistants to deliver structured interventions improves learner outcomes.</p> <ul style="list-style-type: none"> <li>• 1 hour per day x 14 classes (£35,490)</li> </ul>	<p>1 3 4 5 6 7</p>
<p>Promote a reading culture</p>	<p>On average, reading comprehension approaches deliver and additional 6 month's</p>	<p>1 2</p>

	<p>progress. Many of the approaches can be usefully combined with collaborative learning techniques and phonics to develop reading skills.</p> <ul style="list-style-type: none"> <li>• ARCh reading support (£1,000)</li> <li>• Release time (£1,000)</li> </ul> <p>(£2,000)</p>	<p>3 4 5 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bespoke ELSA support, the focus for their time in school will be planning, delivering and evaluating 1:1 and small group ELSA sessions to pupils.</p> <p>These sessions will form a programme of bespoke support over a designated intervention period. This general provision will support military, FSM and EHA pupils through a variety of 1:1 and group activities, including nurture groups and lunchtime activities. (Training and release time budgeted through CPD).</p>	<p><a href="#">Social and emotional learning   EEF</a></p> <p>EEF on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <ul style="list-style-type: none"> <li>• ELSA provision (£500)</li> <li>• Recharge for centrally accessed services: Safeguarding, Inclusion</li> </ul>	<p>1 2 3 4 5 6 7</p>

	<p>and Family Support Worker (£4,682)</p> <ul style="list-style-type: none"> <li>Nurture project 2 staff members, 2 hours per day, 5 days a week (£6,552)</li> </ul> <p>(£11,734)</p>	
Senior member of staff to receive weekly release time to coordinate Early Help Assessment and integrated pastoral support. This support focuses on vulnerable children (including LAC, FSM) and military pupils	<ul style="list-style-type: none"> <li>Release time (£6,000)</li> </ul>	1 2 3 4 5 6
As and when required, the school will use some of its Pupil Premium allocation for the purchase of specific resources and/or contribution towards curricular and extra-curricular activities on the basis of individual need e.g. access to residential visits, class trips	<p><a href="#">Extending school time   EEF</a></p> <ul style="list-style-type: none"> <li>After school activities, specifically extending the school day</li> </ul> <p><a href="#">Outdoor adventure learning   EEF</a></p> <p>To impact positively on pupil welfare, meeting social and emotional needs.</p> <ul style="list-style-type: none"> <li>Funding to pay for class trip each year for all disadvantaged Pupil Premium children across the school. (£15 per child per year x 341 children = £5,115)</li> <li>Funding to pay for the equivalent payment of deposit for Year 5/6 residential trip. (£50 per child x 29 children currently = £1,450)</li> </ul> <p>(£6,565)</p>	1 2 3 4 5 6 7
Free school meals provided	<p>Government funded initiative for all free school meal children</p> <p>£2.70 x 5 days = £13.50 per week</p> <p>£13.50 x 70 children = £945 per week</p> <p>£945 x 39 weeks = £36,855</p> <p>(£36,855)</p>	5 6

**Total budgeted cost: £111,679**

**Total amount of budget: £89,890**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

- *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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***

Service Pupil Premium Report

**The impact of that spending on service pupil premium eligible pupils**

## 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.*