

Pupil Premium Policy



Believe, Succeed, Together

Date produced	August 24
Date ratified	September 24

1.0 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 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'); 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). The grant also includes additional funding for pupils who have parents serving in the armed forces (known as service pupil premium).

The Pupil Premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between eligible children 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

2.0 Aims

- 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

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 school in receipt of Pupil Premium funding, we are accountable to both our pupils and

parents and school community 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, the school will develop and publish its Pupil Premium strategy detailing specific information on our funding allocation; the challenges facing our Pupil Premium pupils, communities; our spending plans and an evaluation of the previous year's spending.

3.0 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.

4.0 Decisions around the use of the Pupil Premium grant

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

- 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.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium
- 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 school 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.

The school will publish their 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. This strategy statement must be published by 31st December each year.

The school 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.

5.0 Roles and responsibilities

5.1 The Trust Board

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

5.2 The Local Governing Body (LGB)

The LGB is responsible for:

- Holding the Principal 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 Principal, 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 Principal 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 Principal and senior leadership team

The Principal 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.

6.0 Monitoring and Reviewing the Policy

The school recognises 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 our Pupil Premium strategy statement, the 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 annually 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.

7.0 Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality 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

8.0 Communication of Policy

This policy must be made available on the school website.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	The Eastwood Academy
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	D. Piercy (Principal)
Pupil premium lead	M. Cartlidge (Assistant Vice Principal)
LGB lead	JW

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,926
Recovery premium funding allocation this academic year	£67,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£368,546

Part A: Pupil Premium Strategy Plan

WHAT BARRIERS DO PUPILS ELIGIBLE FOR THE PUPIL PREMIUM GRANT FACE?

The barriers and challenges disadvantaged pupils face are complex and varied- there is no single

difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children in our context.

These are the key barriers we have identified:

- Attendance
- Literacy
- Parental engagement

We allocate our Pupil Premium Grant to resources that aim to close the gaps in these areas.

HOW DO WE DECIDE HOW TO SPEND THE PUPIL PREMIUM GRANT?

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2019".
- Education Endowment Foundation Teaching and Learning Toolkit.
- Research on disadvantaged pupils and the vocabulary gap.
- Our combined professional experience of what works best.

From these sources we have identified the following priority areas for spending:

- High quality teaching in all lessons
- Evidence based literacy interventions: phonics, comprehension strategies, reading programmes.
- Additional teaching staff.
- Small group and/or individual intervention groups.
- Evidence based numeracy interventions: Use of AI Maths online programme, small group teaching, tutoring.
- High quality homework programmes.
- Robust vocabulary interventions.

The impact of the use of the Pupil Premium Grant is reviewed at the end of each academic year by the Senior Leadership Team and Governors.

The date of the next review of the pupil premium strategy will be in July 2025

Challenges

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

Challenge number	Detail of challenge
1	Issues relating to attendance From our experience, we have found that the most disadvantaged pupils are more likely to have low attendance in KS3. In KS4, we have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their GCSE results.

2	<p>Low reading and literacy levels</p> <p>Average reading and literacy age of incoming KS3 pupils is lower than the level required to access the content delivered, especially among those from disadvantaged backgrounds. Early baseline tests by our English teachers have found a discrepancy between many disadvantaged pupils in comprehension tasks in comparison to their peers.</p>
3	<p>Raising aspirations</p> <p>On average, our disadvantaged pupils are more likely to come from families who have had little or no experience of higher education. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options for after Year 11.</p>
4	<p>Behaviour and engagement</p> <p>A minority of PP pupils struggle to maintain the expected behavioural standards within the Academy resulting in poor engagement in some subjects.</p>
5	<p>Emotional and pastoral support strategies</p> <p>We have found that disadvantaged pupils have become less socially confident and more liable to need further support with their emotional health. The number of referrals to CAHMS and Children's Social Care, relative to the size of the pupil group, are higher for disadvantaged pupils.</p>
6	<p>Pupil progress</p> <p>Analysis of our data has identified that disadvantaged pupils are making less progress than their peers. Parent evening data suggests less parental engagement and support from disadvantaged pupils' parents.</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
To ensure disadvantaged pupils make comparable progress to other non-disadvantaged pupils.	<ul style="list-style-type: none"> - Reduction in the differential between pupil premium and non-pupil premium pupils in the percentage passing English and Maths GCSEs - Reduction in the differential progress scores* for pupil premium pupils to be in line with non-pupil premium pupils

	<i>*NB due to the absence of KS2 scores there will not be P8 scores in 2025, 26</i>
To engage pupils in their learning and foster an environment of intellectual rigour in the classroom for pupils regardless of background.	<ul style="list-style-type: none"> -High levels of engagement observed in lessons during lesson visits. -Teaching materials and resources should contain high-level, rigorous content in KS3 and KS4. - Pupil premium pupils' participation levels in extra-curricular academic clubs should be in line with non-pupil premium pupils and highlighted in the Enrichment tracker. - Pupil premium pupils' attendance should be in line with non-pupil premium pupils - Commitment to learning grades from Years 7-11 should be as high for pupil premium pupils as non-pupil premium pupils. <p>NB the planned introduction of Edu-link to support the above</p>
To encourage emotionally healthy, strong, and positive behaviours in our disadvantaged pupils.	<ul style="list-style-type: none"> - Positive results from pastoral support strategies, e.g. decreased behaviour sanctions, pastoral supervision, exclusions - Positive results from mentoring programmes for pupils struggling with mental health-related issues (in school counsellor, ATF programmes, drop down assemblies). This will be evident in attendance data and CTL grades. - Positive results from student, parent, and teacher surveys.
To help our disadvantaged pupils to gain places at high quality local sixth forms and colleges.	<ul style="list-style-type: none"> - Percentage of pupils in Year 11 going on to selective Sixth Forms to do A Levels. - Monitor engagement in CEaIG activities.
To raise the levels of attendance and punctuality of our disadvantaged pupils	<ul style="list-style-type: none"> - To reduce the gap in Pupil premium and non-pupil premium pupils' overall attendance, PA rates and punctuality. - Attendance levels should be above the NA.
To ensure all pupils have an outstanding teacher in every subject.	<ul style="list-style-type: none"> - Internal staff observations and climate walks. - Analysis of books, pupil feedback etc.

Activity in this Academic Year 2024/25

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 = £196,899.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring key subjects (Eng, Ma, and Science) are overstaffed with highly skilled staff.	Additional high quality subject specialists enable smaller teaching groups and improved curriculum delivery. (EEF-Impact High Quality Teaching and Sutton Trust- Impact of Teachers on Pupil Achievement)	2, 4, 6
Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of pupils.	Development of CREATE curriculum, subject specific CPD and review of KS3 assessment. Mentoring and coaching for teachers. (EEF-Impact High Quality Teaching and Sutton Trust- Impact of Teachers on Pupil Achievement)	2, 4, 6
Quality first teaching and recruitment of highly qualified and competent staff.	-Highest performing teachers are assigned to groups with highest levels of disadvantaged pupils (EEF-Impact High Quality Teaching and Sutton Trust- Impact of Teachers on Pupil Achievement)	2,4,6
Raise whole school awareness towards prioritising key groups.	- Whole school CPD sessions on PP, SEN, Attendance to improve staff provision for PP (EEF-Impact High Quality Teaching and Sutton Trust- Impact of Teachers on Pupil Achievement)	1,2,3,4,5,6
Raise quality of whole class feedback	- CPD on use of whole school feedback (EEF -Feedback is seen as very high impact for low cost (+6 months))	6
Purchase of standardised diagnostic tests (CAT4 and/or NGRT Reading tests)	-Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions and teacher instruction. (EEF report) - Results to be used to identify gaps and introduce support measures (in class, via small group tutoring or intervention)	2,6
Improve literacy in all subject areas.	-Reading comprehension, vocabulary and other literacy skills are strongly linked with attainment in Maths and English (Closing the word gap) and disciplinary literacy is vital for pupils as they learn new, more complex concepts (Improving Literacy in Secondary Schools.) - Whole school CPD on literacy. All departments to focus on tier 2 and 3 words. - Introduction of new school library open at break and lunch to develop love of reading.	2,4,6
Developing resources suitable for disadvantaged	Experienced staff are provided with specific time to develop and improve teaching resources.	2,4,6

pupils to access challenging areas of the curriculum.		
Purchase of teaching resources for KS4 disadvantaged pupils (revision guides, educational trips, music lessons, food ingredients, online support programmes)	-Relationship between school resources and attainment. Resources have a small but significant impact on pupil attainment and the gain is greater for disadvantaged pupils.	3, 4, 5
Purchase of books for our staff library relating to pedagogy and high-performance culture	-To maintain the quality of teaching and curriculum it is essential to support a staff culture of self-development. - To develop a love of reading	2, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: 124,129.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition to improve progress in English and Maths	EEF Small group tuition - One to one tuition is high impact for moderate cost (+5 months) and small group tuition is moderate impact for low cost (+4 months) -If required, pupils in KS4 performing significantly below their target grade are provided with additional support. EEF Teaching Assistant Interventions – LSA’s trained to deliver to small groups or pupils (+4 months)	5, 6
Additional support base to meet the specific needs of disadvantaged pupils with SEND	The provision of a staffed additional teaching area with a focus on core skills (English and Maths) EEF - small group tuition is moderate impact for low cost (+4 months)	2, 4, 5, 6
Online education platforms (Mathswatch, Method Maths, SENECA)	The effect of high-quality homework is high impact (+ 5 months) -Online platforms provide an easily accessible way for pupils to complete homework.	6
Library and reading club	The impact of improved reading ages on both attainment and progress.	2, 6

Year 11 intervention before, after school and during holiday periods	A challenge for our disadvantaged pupils is keeping up to date with all work due to attendance issues. These sessions allow targeted intervention to take place and encourage pupils to take greater responsibility with revision. (EEF Extending School Time +3 months)	1, 4, 6
Providing a homework club	Disadvantaged pupils have issues completing homework and catching up on missed work. Pupils joining the club are more likely to remain up to date with classwork and homework. (EEF Extending School Time +3 months)	5, 6

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

Budgeted cost: 4,7518.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring member of staff and attendance interventions based on weekly data	The attendance levels of disadvantaged pupils is lower than non-disadvantaged. Our attendance support officer has directed time for calling the parents of disadvantaged pupils to improve home/school relations. Data is used to target the most urgent cases. DFE – Working Together to improve school attendance	1, 5
Provision of in school counselling service to improve wellbeing.	Provision of an on-site in-house BACP Counsellor. The counsellor works with disadvantaged pupils who are struggling with various difficulties. Social and emotional support has moderate impact for low cost (+4 months)	4, 5
Offer a wide range of high-quality extracurricular and enrichment activities and track engagement via EduLink.	Provision of an extensive extra-curricular programme across sport, outdoor activities, arts and culture. PHE report 'The link between pupil health and wellbeing and attainment' found pupils with better health and wellbeing are more likely to achieve better academically.	4
Extend provision of Safeguarding support. Use of Multi-Disciplinary Team to monitor.	Evidence highlights pupil premium pupils have a greater need for safeguarding and wellbeing support. The increased availability of this support will result in greater engagement in school and attendance figures.	1, 5
On site provision to support anxious and poor attenders return and	Pupil premium support via a specific Academy hub or visiting provider (ATF) has been shown to increase engagement as identified by increasing attendance levels and CTL data.	1,5

engagement in school (Bridge).		
Organise specific CEAIG activities for disadvantaged pupils (earlier careers interviews, FE visits and assemblies, Brilliant club, Work experience).	Higher aspirations will impact on attendance, attainment, and progress	3, 4

Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attendance			
Attendance levels for PP pupils increased from the previous academic year and remains significantly above attendance for PP pupils nationally (3.5%) and only just below the national average for all pupils.			
	21/22	22/23	23/24
Eastwood PP pupils	89.4%	88.7%	88.9%
National PP Pupils	85.3%	85.3%	85.4%
National Average ALL	90.3%	90.7%	90.8%
Persistent Absence levels for PP pupils fell below the previous years' figures by 1.6%. The PA levels remain significantly below (11%) the National level for PA for PP pupils.			
	21/22	22/23	23/24
Eastwood PP PA	36.2%	35.6%	34%
National PP PA	33.6%	37.9%	45%

National PA	23.5%	28%	27%
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Progress

P8

The P8 for PP pupils in 22/23 was -0.09 and in 23/24 was -0.07 an increase of 0.02

	22/23	23/24
P8 score	-0.09	-0.07

It should be noted that when 4 year 11 pupils whose attendance was exceptionally low, the P8 score for the Academy rose from -0.07 to +0.255135.

Lesson observations highlighted an increase in the number of good or outstanding lessons.

Wellbeing

The focus on enrichment in Year 7 saw an increase in the % of PP pupils attending enrichment activities.

The fall in PP PA levels (see above) indicates pupils are engaging more in school.

Exclusions

The % of PP pupils excluded fell from 11.8% to 10.4%.

21/22	22/23	23/24
11.5% (National 23%)	11.8% (National 23%)	10.4% (National 23%)

Permanent Exclusions

21/22	22/23	23/24
0	0	0

Behaviour

The number of pupils on Pupil Intervention Support Plans has fallen

The implementation of the Year 8 support programme has led to a reduction in behavioural incidents for the 25 pupils included in this year group.

The ATF (Achieve, Thrive, Flourish) programme has led to a reduction in repeat offenders being excluded.

Exclusion

21/22 11.5%	22/23 11.8%	23/24 10.4%
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Externally provided programmes

Programme	Evidence
Standardised assessments	CAT4 and NGRT Reading Tests are used to identify the strengths and weaknesses of our PP cohort and to measure the impact of our approaches.
The Brilliant Club	The Brilliant club provides selected PP pupils with greater aspirations and understanding of post school opportunities.
Century AI	Century AI supports PP pupils struggling with attendance and engagement an opportunity to enhance their learning with individually crafted questions in their English, Maths and Science.

