



Pupil Premium Funding Policy

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1. Vision

- 1.1. The Astrea mission, 'Inspiring beyond Measure', reflects the belief that an exceptional education for all is rich and empowering beyond the narrow confines of formal examination success.
- 1.2. As reflected in the Astrea Inclusion Policy¹, the vision and model for disadvantaged pupils across the Trust reiterates the Astrea mission, acknowledging that an exceptional education will provide a rich and empowering experience which produces success through wider and academic outcomes and where 'success' is defined in terms of the individual learner.

2. Introduction to the Pupil Premium Funding

- 2.1. This document sets out our approach to promoting the effective use of the pupil premium funding to support both the academic and wider outcomes of disadvantaged pupils.
- 2.2. The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.
- 2.3. Schools receive funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years for pupils from reception to year 11 – based on the October census returns. The amounts are published on the Department for Education website.²
- 2.4. Schools also receive additional funding (for the purpose of this document, we will refer to this as Pupil Premium Plus) for any pupil:
 - identified in the October 2020 school census or the alternative provision census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
 - who has been in local authority care for 1 day or more as recorded in March 2020 (updated in December 2021 based on March 2021 return)
 - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)
- 2.5. In 2021-22, these pupils attracted £2,345.³ The virtual school head of the local authority that looks after the pupil will manage the Pupil Premium Plus funding and distribute this according to their own models. It is therefore important that schools ensure they have accessed the full amount of funding available from their virtual school.
- 2.6. For 2021-22, for pupils with No Recourse to Public Funds (NRPF), pupil premium eligibility is being extended to pupils eligible for free school meals under the temporary extension set out in the coronavirus (covid-19): temporary extension of free school meals eligibility to NRPF groups guidance. As these pupils are not registered as eligible in the school census, schools will need to make a claim for additional funding for these pupils.

¹ <https://astreaacademytrust.org/about-us/statutory-documents/>

² [Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/94444/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities.pdf)

³ [Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/94444/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities.pdf)



3. Eligibility for the Pupil Premium and Recording of Eligibility

3.1. Pupil Premium Data and Schools Management Information System

3.2. The Ever 6 pupil premium funding allocation for the current financial year is determined by the school census return for the previous year's October census return. For example, the pupil premium funding allocation for the academic year 2021/22 includes pupils recorded in the October 2020 school census who are known to have been eligible for FSMs since May 2015.

3.3. For new schools that open in the current financial year, the Education and Skills Funding Agency will receive funding for the proportion of the financial year for which they are open.

3.4. It is important to note it is the pupil's eligibility for FSM on the MIS which is collected by census and therefore used by the Department for Education to determine entitlement.

3.5. A data download relating to pupil premium allocations for the current financial year is available on the Department for Education's Key to Success website. This download is usually released in July.

3.6. This data download should be imported into the MIS to populate the Pupil Premium Indicator ticks in the Additional Information panel of the Pupil Record. There will be pupils who your school receives money for but then leave, such as the whole of your Year 6/Year 11, you will receive the money for these pupils but cannot spend it on them after they leave so you can spend that money on your new starters, who are eligible for the pupil premium funding.

3.7. In addition to the pupils you are receiving funding for, you will have pupils in school who are eligible for pupil premium funding who you are not yet receiving pupil premium funding for e.g. new starters. It is best practice to manually check individual pupil records to ensure that all pupils who are eligible for pupil premium funding (but for whom the school is not currently receiving funding) are indicated - this includes any new starters and also any other pupils who become eligible for FSMs after the October census. These children will be eligible for funding in the following academic year.

3.8. For schools where there is a significant variance in expected Pupil Premium funding, use of the Online Free School Meals (OSFM) service from CAPITA may be suggested and/or should be considered. OSFM simplifies the process by removing the paperwork. Parents can either complete free school meals online application themselves or give the school consent to fill it in on their behalf. The OSFM form complies with the DfE Eligibility Checking Service connection requirements, removing the responsibility to make a decision regarding free school meals from the school. Schools are immediately alerted on receipt of new applications regarding eligibility and also, when a student is no longer eligible.

3.9. New Starters

Schools can check the pupil premium eligibility of new starters to the school on the Key to Success website. All you need is a pupil's Unique Pupil Number (UPN).

3.10. Eligibility for pupil premium funding is linked to a pupil's UPN so it is important, where possible, that schools access a pupil's UPN from their previous school as soon as possible and especially by the key points in the academic year i.e. October census.

3.11. Although eligibility is identified through school census returns, it is important for tracking purposes, and for projecting pupil premium funding, that schools have an accurate picture of pupils currently on roll who will be eligible for pupil premium funding in the next financial year.



3.12. Excluded Pupils⁴

For excluded eligible pupils, payments will be reduced by the value of one pupil, pro-rated to the point in the financial year when the pupil left, for sending schools. Receiving schools will have their pupil premium funding increased by the value of one pupil, pro-rated to the point in the financial year when the pupil left the sending school.

4. Using the Pupil Premium Effectively

- 4.1. The Department for Education (DfE)⁵ promotes the effective use of the pupil premium funding through sharing information about the Education Endowment Foundation (EEF) which has produced a Pupil Premium Guide, the Big Picture resource and a teaching and learning toolkit to help teachers and schools use the pupil premium effectively. The EEF's 'families of schools' database also provides schools with information about good practice from similar schools.
- 4.2. The DfE⁶ state that from the academic year 2021 to 2022, schools **must** demonstrate how their spending decisions are **informed by research evidence**, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium Guide, activities should include those that:
 - support the quality of teaching, such as staff professional development;
 - provide targeted academic support, such as tutoring; and
 - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

5. Public Accountability⁷

- 5.1. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.
- 5.2. School and college performance tables report on the performance of disadvantaged pupils compared with their peers.
- 5.3. Astrea academies should publish details of their pupil premium strategy on the school website. From the academic year 2020-2021, schools **must use the templates** available on GOV.UK⁸ to publish their 2021 to 2022 pupil premium strategy, **by the end of December 2021** (in line with statutory requirements).
- 5.4. The DfE encourages schools to plan a longer term, 3-year strategy as these may make it easier to plan spending, recruitment, changes to teaching practice and staff development.
- 5.5. The DfE will undertake monitoring checks on a sample of schools' published reports.

⁴ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

⁵ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

⁶ [Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities)

⁷ <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

⁸ <https://www.gov.uk/guidance/pupil-premium-strategy-statements>



- 5.6. For the current academic year schools must publish⁹:
- how much you have been allocated this year
 - how you intend to spend the pupil premium
 - the rationale for your spending decisions, including the barriers you're looking to overcome
 - the intended impact
- 5.7. For the previous academic year schools must publish:
- the amount of pupil premium funding received
 - the effect that the pupil premium had within your school
- 5.8. The length and detail of the online statement should reflect the size of the pupil premium allocation.

6. Expectations of all Schools

- 6.1. At the heart of educational inclusion is provision which meets the needs of all learners, including those that are disadvantaged.
- 6.2. All schools are *committed* to providing:
- Effective systems that encourage eligible families to register for pupil premium funding ensuring a whole school approach is taken so all staff recognise their role in identifying all eligible pupils.
 - Effective systems to ensure they have accessed the full amount of pupil premium funding available from their virtual school
 - Effective systems to ensure accurate information on pupil premium eligibility is held in all relevant MIS and Data Tracking Systems. Any anomalies in FSM, FSM Ever6 and PP% are routinely spotted and rectified in the MIS system, ensuring accurate census returns.
 - Information to Finance Managers regarding census changes which may affect future funding, and monitored on an on-going basis.
 - Effective systems to ensure access to other additional funding streams that can support disadvantaged pupils and their families (e.g. breakfast club funding, hardship grant funding, universal FSM take-up)
 - Quality First Teaching which meets the needs of all learners and which is appropriately differentiated and with opportunities to extend and challenge all learners, so that all can achieve their potential
 - Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all pupil groups
 - Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

⁹ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>



6.3. All schools are *required* to have the following by the end Dec 2021:

- Pupil Premium Evidence of Impact Statement for the previous academic year
- Current year pupil premium allocation and Intent to Spend Statement (3-year Pupil Premium Strategy using a gov.uk template). This must include the rationale for spending choices based on research as well as a tiered approach in line with the EEF's Pupil Premium Guide and the following spending areas (as outlined in section 5):
 - quality of teaching, such as staff professional development;
 - targeted academic support, such as tutoring; and
 - wider approaches to tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

6.4. It is also the Astrea expectation, for all schools to have the following:

- A parent friendly poster explaining the school approach to spending decisions on the school website (e.g. Building Blocks poster – See Appendix 1 for example)
- Internal impact tracking linked to specific pupil premium funding spending decisions (e.g. intervention impact tracking)
- Reference to actions to address the outcomes for disadvantaged and more-able learners, in the whole-school Improvement Plan and/or Self Evaluation
- Information about where the pupil premium funding has been used to support pupils who do not get free school meals¹⁰ but:
 - have or have had a social worker
 - act as a carer
- Evidence that the Pupil Premium Strategy has been presented to the Trust Management Board / Local Governance Committee meetings for scrutiny and monitoring.

7. Responsibilities of the Trust

7.1. Through a collaborative approach across the Astrea central team, School Business Managers can access training and support sessions, alongside a Finance Handbook for School Business Managers.

7.2. Where appropriate, an academy's Improvement Plan will detail any actions and support required in relation to their pupil premium funding from a cross-function perspective.

7.4. Education

To ensure the expectations of all schools are upheld, the Trust may undertake a variety of Quality Assurance (QA) activities, from which strengths and areas of development are identified to inform best practice and priorities for improvement:

- Data analysis and leadership discussions at Trust Performance Reviews
- Support and challenge from the school's Regional Director in relation to the use of additional funding to promote improved outcomes for disadvantaged pupils

¹⁰ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>



- Where required, school leaders and Regional Directors may arrange a Pupil Premium Review and monitoring check to support and develop Pupil Premium leadership and practice

7.5. In addition, support regarding pupil premium eligibility may be provided to all schools through a variety of means:

- Cluster meetings to inform and share best practice
- Staff training, research projects and conferences
- External review preparation and guidance

7.6. Educational Intelligence

The Educational Intelligence team will:

- Provide support to schools on Admission Processes to ensure all relevant data for Pupil Premium applications is captured
- Conduct Data Quality Checks around census completion dates and assessment data deadlines to ensure schools are managing pupil premium data appropriately
- Provide and/or arrange training and support to schools with regards to school census returns, pupil premium data collections and the use of the Management Information System
- Provide support for schools with regards to targeted parent communications (e.g. via Astrea Parent App or the Management Information System)

7.7. Finance

Finance Managers will periodically complete the following:

- At each census date, the finance manager will review the data submitted, and subsequently use this data to re-evaluate the financial impact in the financial forecasts for each school.
- Every half term when schools gain additional pupils, the Finance Manager will check that new families have completed the pupil premium questionnaire to ensure that every effort is being made to gain all possible pupil premium funding. In collaboration with Finance Managers, the School Business Managers at each school will also review the Ever 6 data for pupils still currently eligible for pupil premium funding. Any changes in these numbers can then be used to monitor the financial impact.
- When forecasting budgets for the subsequent financial year, the Educational Intelligence team will provide a figure for each school of pupils eligible for FSMs (based on the October census return). This will enable Finance Managers to forecast the amount of pupil premium funding each school should expect for the next financial year. This forecast will then be reviewed against the data released by the DfE in June / July (through Key to Success). Forecasted pupil premium funding will form part of initial school discussions regarding any fluctuations in funding levels over time.



Appendix 1¹¹



Department for Education



Evidence for Excellence in Education

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



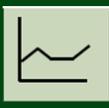
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:

<https://www.gov.uk/government/organisations/department-for-education/about/research> and www.nfer.ac.uk/publications/PUPP01

¹¹ <https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>



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