

# ILKLEY GRAMMAR SCHOOL



## **Pupil Premium Policy and Provision 2025-26**

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## **1. Vision Statement**

At Ilkley Grammar School our aim is to ensure that all students, regardless of social background, achieve their Personal Best. We aim for all students to enjoy an exceptional, inclusive learning experience so they have the 'currency of choice' in the future. No student should be disadvantaged in their pursuit of reaching their full potential and Ilkley Grammar School is committed to closing the achievement gap between those in receipt of pupil premium and those who are not. We strive to ensure that all students, particularly those who are disadvantaged, have a 'seat at the table' where their individuality, potential, and voices are recognised and celebrated.

In line with our Personal Best Values, we recognise the importance of personal development and as such we aim to equip our pupil premium students with personalised opportunities to develop cultural capital and extra-curricular opportunities, nurturing proud, resilient and responsible students who embody our school values.

## **2. Staff responsible for Pupil Premium students**

Whilst there are certain colleagues in school whose roles have a more direct Pupil Premium focus, including a named member of the Leadership Team (Assistant Headteacher Lisa Capstick), all colleagues working in school have collective responsibility for the progress and wellbeing of students in receipt of the Pupil Premium and for meeting any additional and diverse needs that they may have. The effective support of the Pupil Premium cohort requires all colleagues to develop relevant professional expertise to ensure such students make progress both academically and pastorally which is in line with students with similar starting points.

It is the responsibility of leaders at all levels within the school to ensure that colleagues recognise this as part of their moral purpose and that they have the opportunity to develop knowledge, skills and understanding in this area.

## **3. Monitoring and evaluation of progress and provision**

The academic and pastoral progress of Pupil Premium students is systematically monitored and evaluated at several levels. (Government guidance is clear that it is up to the school to decide how to spend the money in order to most efficiently secure the best possible outcomes for the cohort as a whole).

- a. The member of the Leadership Team responsible for the progress of PP students **reports to Governors throughout the year.**
- b. The assistant headteacher for data and systems routinely analyses PP cohort data and they form **a key group for intervention strategies**
- c. The **whole school self-evaluation cycle** requires the analysis of data by group and the academic progress of PP students is analysed at least at each data point.
- d. **Exam results are analysed by group** and leaders at all levels are made accountable for the results of the PP cohort, as are the staff that teach them
- e. **A range of pastoral indicators such as attendance, safeguarding and behaviour statistics** are provided to pastoral teams on a weekly basis in spreadsheet format with Pupil Premium as an identified group. **This should inform the agenda for the two-weekly Key Stage meeting.**
- f. Following each data point, progress, attendance, effort, homework, and behaviour data for the PP cohort are analysed systematically by PrExLs and HOY with interventions agreed and implemented.

- g. **All interventions are costed** allowing us to track support in place for individuals and groups.
- h. **Student Voice** is routinely analysed by group, alongside this regular face to face learning and experience conversations are had with PP students to allow their voices to be heard

#### 4. Categories of Pupil Premium, eligibility criteria and funding allocation

- |   |       |
|---|-------|
| • Secondary Y7-Y11 Ever 6 FSM pupils          | £1075 |
| • Looked After Children (LAC)                 | £2630 |
| • Previously Looked After Children (Post LAC) | £2630 |
| • Service Children                            | £350  |

Families may be able to get Free School Meals if they receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

#### 5. Criteria for the fair allocation of Pupil Premium funds in school

The government provides the school with extra funding to support eligible students, and it is to be used with the particular focus of raising achievement. Whilst we support all students to achieve their 'Personal Best' we recognise that the Pupil Premium cohort contains students with a diverse range of individual needs, and we therefore carefully target this extra funding to provide additional resources as necessary through a combination of proactive and reactive approaches. This enables the school to make longer term investments in staffing and to 'provide additional support at certain times during a school career' (e.g., Year 11), as well as ensuring quality first teaching in every classroom to further benefit PP students.

*"Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."*

Source DfE website

At IGS we have developed a set of criteria to guide the spending of Pupil premium funds and to ensure that the allocation of funds is as fair as possible and has the greatest impact possible.

##### a. **Core criteria:**

PP funds should be allocated for intervention to an individual or group of students using some or all the following desired impact criteria: -

- An anticipated improvement in student **outcomes** in relation to student targets.
- The potential to support **integration** into the school community (equal entitlement).

- The potential to raise **aspiration** and provide access to new and enriching experiences otherwise inaccessible to the student or group of students.

PP+ funds are used to support trauma-led strategies within school as well as therapeutic and/or emotional support in school and (where appropriate) outside of school. This may include the cost of training and external professionals within school.

- b. **Additional criteria:** The following criteria will also be taken into account when considering a request for funds and to assist with the prioritising of limited funding: -
- A direct link to a 'Core' Subject area (English, maths, science).
  - A direct link to an EBACC subject.
  - A direct link to a subject area in which a student has a career, university, or other aspiration.
  - Students who fall into other vulnerable groups in addition to PP status, but which do not otherwise attract additional funding.
  - Interventions where the expected benefit/impact is much greater than the requested 'seed funding' might imply.
  - Interventions where multiple stakeholders agree about the anticipated benefit.

#### 6. Who can apply for/request support?

PP funding for items or services can be requested by any 'stakeholder' including the individual themselves:

- students
- parents/carers
- teachers
- form tutors
- support staff,
- Leadership Team
- HOYs
- PrExLs
- Curriculum Leaders

#### General principles governing allocation of funds

- a. **Fixed costs:** In a normal year a given % of PP funds is pre-allocated to fixed costs such as staffing and to allow smaller class sizes. These will be accessible to PP students according to need.
- b. **Weighting:**
- While there is a strategic drive to intervene proactively in KS3 it is recognised that there will some weighting of funding and resources towards students in exam year groups.
  - There will be some students who will attract a larger proportion of the centralised PP funds due to their specific needs. These will be monitored in relation to the impact of the funding and the students' progress towards their targets.

Professional judgement will be required. Successful intervention with one child will also have a positive impact on all children.

- iii. As a general principle, except in exceptional, agreed circumstances, the amount of annual funding allocated to any one individual shall not exceed the PP total due to that child, less the proportion of pre-determined 'core' staffing costs.
- c. **Inclusion for all:** While PP funding will always be planned and allocated starting with the needs of PP students in mind, we will also seek opportunities to provide support for other students requiring intervention where appropriate. The aim will be to achieve a 'win-win' situation and experience shows that it may increase the participation of PP students in a range of intervention activities if there is a more generalised 'intervention' label, rather than a 'singling out' of PP students
- d. **Release of PP funds:** Funds for curriculum specific items such as ingredients for Food Technology will be only released from the Pupil Premium intervention budget when requested by Curriculum Areas and when the names of students requesting support is passed to the finance office, otherwise the funds will be taken from Curriculum Area budgets. Curriculum areas are also required to ensure that PP students/families opt into the support rather than receiving it automatically.

## 7. Types of expenditure

- a. **The general provision of support and intervention according to need:** Interventions and support can be put in place at any time for all students according to need.
- b. **Curriculum Areas**
  - i. **For KS3/4** – Pupil Premium funds can be used for the provision of **basic materials and resources** to support 'equal entitlement' in lessons e.g., set texts, food technology ingredients, usually defined as a 'voluntary contribution'.
    - PP parents should **actively opt-in** to request support either by returning the letter or by contacting Joy Heyworth in Finance, depending on the nature of the activity/support. This will usually be for the whole amount. Some PP families may choose to pay the contribution.
    - Letters should include line such as ***'if your child is in receipt of the Pupil Premium please indicate if you would like support with this contribution by ticking the box and returning the letter to the class teacher.*** Or, if going direct through Parent Pay working such as the following ***'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@igs.mlt.co.uk to confirm.'***
  - c. **For KS4 exam groups** – Pupil Premium funds can be used for the strategic provision of exam-related materials and resources that other students pay for e.g., revision guides.

- i. School will pay for revision guides for PP students for students in Year 11.
- ii. PP parents should actively opt-in. Some PP families may choose to pay for the resource so materials should not be provided automatically.
- iii. Please liaise with the Finance department about setting up a reduced payment facility on Parent Pay for Pupil Premium families.
- iv. Letters should include line such as *'if your child is in receipt of the Pupil Premium please indicate if you would like support to access this resource by ticking the box and returning the letter to the class teacher.'* or *'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@igs.mlt.co.uk to confirm.'*
- v. For these resources, as they are beyond a basic entitlement, some evidence of usage is required for example the resource may need to be used in the school library or signed in and out. This is at the discretion of the Curriculum Area. This will NOT usually apply to revision guides but could do.
- vi. Pupil Premium funds may be used to support payment for travel for PP students who would miss a school bus if they attend after school revision sessions.

**d. Curriculum Area Trips and exchanges**

- i. Exam/course-related – e.g., compulsory Field trips – up to 50%
- ii. Non-exam related (enrichment) – e.g., Exchanges/Battlefields trip. Support of **up to 50%** may be agreed on a case-by-case basis according to the principles outlined in section 1 and especially if it has been identified by school as of potential benefit to the student. A typical conversation with a PP parent may be *'...what level of support would enable the participation of your child?'*. Phased payment may also be agreed.
- iii. Letters should include line such as *'if your child is in receipt of the Pupil Premium please indicate if you would like support to access this activity by ticking the box and returning the letter to the class teacher.'* or *'Parents of students in receipt of Pupil Premium can opt in for financial support to access this opportunity. If you wish to take advantage of this option please email joy.heyworth@igs.mlt.co.uk to confirm.'*

**e. Whole school items/opportunities/services** (requested by students, parents or through pastoral staff)

**i. Provision of school uniform and PE kit for disadvantaged students**

- Items must be agreed in advance
- School will fund items of uniform which have the school crest.
- When uniform is funded, parents must use recognised suppliers.
- Uniform will be paid for on account.
- For larger items (e.g. blazer) a reasonable attempt should be made to buy for 2 years.
- In the event of deliberate damage or irresponsible use of uniform (e.g. at lunchtime) the school reserves the right to refuse to fund replacement.
- If a second-hand uniform service is introduced, we will attempt to provide uniform from there, ensuring all items are in excellent condition.
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**f. Shoes/PE trainers**

- i. These will be provided on a case-by-case basis using suppliers agreed with the school.
- ii. Shoes and trainers must fall within an agreed price range and must conform to school regulations.
- iii. If bought by parents/carers these can only be refunded upon the provision of appropriate receipts
- iv. It may be agreed that a specific provider may be identified (e.g. Clarks) and that a nominal sum (e.g. £30) will be given as a contribution to the buying of shoes/trainers.

**g. iPads**

- i. PP parents will participate in the iPad scheme like all families
- ii. We will account for PP students who are not contributing or whose donations have lapsed as part of our annual PP return.
- iii. If the iPad of a PP student is damaged accidentally unless in exceptional circumstances the normal school repayment process will be followed although payment can be phased.
- iv. If an iPad funded by school is repeatedly damaged or broken every reasonable attempt will be made to ensure that the family pays for the repair. In exceptional circumstances, if PP funds are used to fund further repairs/replacements in order to enable the child to participate in lessons then conditions may apply such as the iPad only being available at school and if another item is handed in e.g. a phone

**h. Breakfast club**

- i. PP students are invited to attend breakfast club at the start of the year.
- ii. This is free for PP students and will be accounted for as part of the costings summary

**i. Core school trips which support integration into the school community**

- i. The school will pay up to 50% (e.g. Celebration week/Nell Bank)
- ii. Payment can be phased
- iii. Parents must opt-in to receive support

**j. Dedicated staff CPD**

- i. Carousel activities as part of the annual CPD programme
- ii. Work with individual department/curriculum areas as required
- iii. SEND teach-meets to cater for co-occurrent needs
- iv. Specific issue training e.g. adoption/LAC for established staff as well as ITT
- v. External training – e.g. National Conferences
- vi. regular sharing of best practice to CLs/HoDs through Subject Leader meetings on the most effective, evidence informed strategies for removing barriers to learning for disadvantaged students

- k. **Intervention team** – staff for whom part or all of their role is specifically focussed on disadvantaged students
- i. AHT Teaching and Learning (Leadership scale)
  - ii. Safeguarding and attendance officers – the majority of their attendance and outreach caseload will be students in receipt of the Pupil Premium
  - iii. SSTMs (Student Support and Transition managers) will typically be working with a larger proportion of Pupil Premium cohort
  - iv. LSAs with a literacy/numeracy specialism who work with PP students as a significant proportion of their role
  - v. Additional English, maths teachers to support smaller teaching groups (nominal %)
  - vi. PrExls with a focus on achievement and pastoral needs within a year group will have a key role in monitoring the PP cohort
  - vii. Core Pupil Premium Champions
- l. **Other forms of intervention / targeting of resources** - It is recognised that not all PP ‘intervention’ involves a direct, quantifiable cost and that a significant amount of benefit can be achieved through effective communication of the most up-to-date research and the raising of awareness amongst teachers and support staff at Wave 1 and 2. These forms of intervention involve time, the strategic deployment of a range of colleagues and the prioritisation of certain students at certain times. We will account for these types of intervention and their impact on progress through effective record keeping and the tracking of progress.

Examples of interventions which involve the investment of time and energy which can be monitored in other ways are:-

- Relentless prioritisation in the classroom to further improve the quality of feedback (marking, strategic seating, questioning, checking understanding of homework tasks on Edulink)
- Action 5
- LP20
- Peer tutoring and peer mentoring. E.g. Use of 6<sup>th</sup> form mentors (successful PP students) to buddy key PP students
- Targeted advice (e.g. options/university)
- Targeting of students and parents re relevant opportunities such as D of E, exchanges, and funding available
- Strategic allocation of teachers, ITT students to specific groups
- Clear attendance and PA strategy
- Provision of facilities for supported self-study and effective targeting of students for this
- Communication with parents by phone, in person, via email (in addition to that which is scheduled)
- Loan of high-value equipment for school projects e.g. digital camera

## **8. Recording and costing of provision/support**

All support and intervention that is additional and different from mainstream provision is entered on Arbor. This software enables the school to track and cost provision at an individual, group, cohort, and whole-school level and to more accurately identify gaps in provision and monitor the impact of intervention.

## **9. Annual report and priorities**

In addition to this policy document, we publish an annual report on our website alongside our 3-year strategy, in line with national guidelines, which will also identify priorities for the coming year.

## **10. Sources**

- Gov.uk – Pupil Premium – How schools spend it
- EEF toolkit
- The Inclusion expert – Essential Guide to Pupil Premium – Daniel Sobel
- NFER summary briefing (2015) – What are the most effective ways to support disadvantaged pupils' achievement?
- EEF Pupil Premium Guide 2019
- Harry Fletcher-Wood's 'Responsive Teaching'
- Department for Education 'Education Recovery document'