



## **Strategy statement**

This statement details our school's use of pupil premium funding and recovery premium for the 2021-22 academic year, 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.

### **Contents**

<b>School overview</b>	2
<b>Funding overview</b>	2
<b>Part A: Pupil premium strategy plan</b>	
Statement of intent	3
Challenges	4
Intended outcomes	5
<b>Activity in this academic year</b>	
Teaching	7
Targeted academic support	8
Wider strategies	9
<b>Part B: Review of outcomes in the previous academic year</b>	
Teaching	12
Targeted academic support	13
Wider strategies	15
<b>Appendix 1 - Using Pupil Premium: Guidance for School Leaders</b>	18
<b>Appendix 2 - Developing and delivering an effective strategy</b>	29



### School overview

Detail	Data
School name	Greenwood School
Number of pupils in school	60 (30 <sup>th</sup> June 2021)
Proportion (%) of pupil premium eligible pupils	50% (estimate)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vicky Essex Headteacher
Pupil premium lead	Peter Washington
Governor / Trustee lead	Vicky Becher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,000 (estimate)
Recovery premium funding allocation this academic year	£1,500 (on 30/9/21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,500



## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our intention is that all our students, irrespective of their background or the challenges they face, make good progress from their starting point on admission and receive the best possible preparation for independent adult life.

Our core purpose is to maximise the academic achievement of our students whilst addressing their individual social and emotional needs, often with the additional support of other external agencies. The focus of our pupil premium strategy is to support disadvantaged students to achieve this goal.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, together with targeted support based on robust diagnostic assessment of need.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers and further education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including both disadvantaged and non-disadvantaged students.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, including both academic and SEMH testing on admission. This will help us to ensure that we offer the relevant skills and experience required to prepare our students for independent adult life.



## Challenges

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

	Detail of challenge
1.	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in maths outcomes.
2.	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties compared to non-disadvantaged students in our school.
3.	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4.	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5.	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6.	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.



## Intended outcomes

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

Intended outcome	Success criteria
<p>1. Improved attainment for disadvantaged students in all subjects, notably in maths, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Maintain, or improve, the percentage of students achieving or exceeding their TOA in English and Science, compared to non-PP peers, which is currently the same or above. Improve the percentage of students achieving their TOA in Maths, compared to their peers, from 25% to 44%, or so they are the same or above.</p>
<p>2. Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Maintain, or improve, the percentage of students achieving or exceeding their TOA in English language, compared to non-PP peers, which is currently 50% compared to 44%.</p>
<p>3. Students use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>As evidenced through lesson observations and teacher feedback, notably in PDL and ELSA, together with social times and family liaison, it is evident that students can use a range of communication systems.</p>
<p>4. Disadvantaged students have opportunities to develop the essential knowledge to be educated citizens, and prepared for future success.</p>	<p>Through observations and discussions with students and their families.</p>



<p>5. Disadvantaged students feel better prepared for career progression through mentoring, college placements and work experience opportunities.</p>	<p>All disadvantaged students are given the opportunity to access high quality careers mentoring, college placements and work experience.</p> <p>By the end of 2024/25, disadvantaged students are progressing to further education in the same numbers as their peers.</p>
<p>6. The education, wellbeing and wider aspects of development of our disadvantaged students, which has been particularly impacted by the pandemic, progresses in line with their peers.</p>	<p>Evidenced through the SEMH questionnaire, academic outcomes, and observations, by the end of 2024/25, our disadvantaged students are progressing in all areas of our ASK (Attributes, Skills and Knowledge) curriculum, in line with their peers.</p>



### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £12,016**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy 21	<p><b>Rationale:</b> Remote learning, mainly in English and Maths but does on occasions include Science. This is used for those pupils who struggle to access education on site, for a variety of reasons. This is sometimes used on a short-term basis until work is done to encourage pupils to access education onsite, or can also be used on a longer-term basis.</p> <p><b>Impact:</b> This provision has been successful in engaging pupils through remote learning when they could not manage this on site, for a variety of reasons.</p>	92 x £98 <b>£9,016</b>
NTP – School Led Tutoring Programme	<p><b>Rational:</b> School-Led Tutoring is designed to help close the education gap between students and their peers. We know that these students were disproportionately affected during school disruptions as a result of COVID-19. We will focus on providing support to these students; we will also use discretion to extend it to other students in need of catch-up support.</p> <p><b>Impact:</b> To help close the gap between disadvantaged students and their peers.</p>	<b>£3,000</b>



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

**Budgeted cost: £24,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access Reading Test Vernon Spelling Test	<p><b>Rationale:</b> Baseline test all students on entry and at regular intervals to identify those requiring Wave 2, 3 and other interventions.</p> <p><b>Impact:</b> These tests enable us to target work at the right level for pupils. As can be seen from pupils' outcomes, this was at times very successful. However, the impact of this intervention is hard to measure as many of the issues are concerned with attachment, together with other soft skills, which are not easy to quantify. If work was not levelled correctly in the first instance, this would in turn impact on pupil engagement.</p>	<p><b>£1,050</b></p> <p>ca 75 students</p> <p>(Whilst 60 is our PAN number, this strategy is applicable for all students entering our students – last year 75)</p>
Baseline Tests English, Maths, Science	<p><b>Rationale:</b> Baseline test on entry in core subjects, together with termly reviews, in order to target interventions to raise standards.</p> <p><b>Impact:</b> These tests enables us to target work at the right level for pupils. As can be seen from pupils' outcomes, this was at times very successful. However, the impact of this intervention is hard to measure as many of the issues are concerned with attachment, together with other soft skills, which are not easy to quantify. If work was not levelled correctly in the first instance, this would in turn impact on pupil engagement.</p>	<p>75 x £47<sup>1</sup> <b>£3,525</b></p>
Dyslexia Screening	<p><b>Rationale:</b> Identify particular areas of need for those with SpLD.</p> <p><b>Impact:</b> This measure helps us meet the specific needs of individual young people.</p>	<p><b>£500</b></p>

<sup>1</sup> [School-led tutoring guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – page 17





Intervention Packages	<p><b>Rationale:</b> These interventions enable us to target specific areas with tailored programmes, with a view of ensuring rapid progress in order to close the gap.</p> <p><b>Impact:</b> This area has significant impact on pupil outcomes. Pupils are taken out and given 1:1 intervention in both English and Maths, in order to address missing skills/building blocks that have not been covered/grasped, often due to poor school attendance.</p>	3 x inventions, each week at £47.00 x 36 weeks = <b>£5,076<sup>2</sup></b>
Home Tuition	<p><b>Rationale:</b> This is used for those pupils who are struggling to access Greenwood educational provision onsite. It is for those who are emotionally vulnerable but is also used to support those who are struggling to manage their behaviours onsite.</p> <p><b>Impact:</b> This provision has seen repeated success, whereby pupils who were previously disengaged once again engage in education. In addition, this has repeatedly progressed to pupils accessing education onsite in X Group.</p>	311 x £47 <b>£14,617</b>

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

**Budgeted cost: £15,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p><b>Rationale:</b> 2 x 1-hour interventions each week (6 weeks) – LSA</p> <p><b>Impact:</b> This is another area of work that has had significant impact in the context of attachment, although again is not easy to quantify in educational outcomes. Our ELSA helps young people understand both their own emotions and respect the feelings of others around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.</p>	116 x £15 <b>£1,740</b>

<sup>2</sup> Additional staffing capacity has been maintained for intervention provision.



Careers	<p><b>Rationale:</b> Careers Advice and support with Post 16 placements</p> <p><b>Impact:</b> This frequently proves very positive in focusing Year 11 pupils for post 16 pathways.</p>	<p><b>£1,000</b></p>
College	<p><b>Rationale:</b> An alternative form of education used to engage young people in a different environment, with a view of post 16 pathways.</p> <p><b>Impact:</b> This has engaged pupils in active learning in a different environment, at times with a view of pursuing this course of study Post 16.</p>	<p>3 x £700 <b>£2,100</b></p>
GAP	<p><b>Rationale:</b> Greenwood Alternative Provision BTEC Animal Care. Pupils are taken out of the curriculum for one whole day in order to access this course.</p> <p><b>Impact:</b> This has engaged pupils in active learning, at times with a view of pursuing this course of study Post 16.</p>	<p>5 x £700 <b>£3,500</b></p>
Home Visit	<p><b>Rationale:</b> Use to support young people and their families. This was used extensively over the lockdown period due to COVID-19.</p> <p><b>Impact:</b> Engaged both pupils and parents/carers, both of whom were highly appreciative of contact.</p>	<p>160 x £15 <b>£2,400</b></p>
New Horizon Equine Assisted Learning (EAL)	<p><b>Rationale:</b> EAL is a method of developing self-awareness through the company of horses. It is a non-confrontational, non-directive form of learning through experience which encourages people to identify behaviour and the changes they may need to make without "being told what to do". Facilitators create a safe environment so that the learner can work things out for themselves.</p> <p><b>Impact:</b> This provision has seen persistent school refuses and/or those with specific SEMH needs once again engage with learning.</p>	<p>99 x £50 <b>£4,950</b></p>
WEX	<p><b>Rationale:</b> Work Experience is used to engage young people in careers and post 16 pathways.</p> <p><b>Impact:</b> This can prove highly successful in engaging pupils in learning</p>	<p>3 x £50 <b>= £150</b></p>



	<p>'on the job', and gives them an insight into the adult world into which they are about to embark.</p>	
--	--	--

**Total budgeted cost: £49,624**



## 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 2020 to 2021 academic year.

### Teaching (for example, CPD, recruitment and retention)

Estimated cost: £9,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy 21	<p><b>Rationale:</b> Remote learning, mainly in English and Maths but does on occasions include Science. This is used for those pupils who struggle to access education on site, for a variety of reasons. This is sometimes used on a short-term basis until work is done to encourage pupils to access education onsite, or can also be used on a longer-term basis.</p> <p><b>Impact:</b> This provision has been successful in engaging pupils through remote learning who have struggled to access education on site, both for EV and EBD issues, resulting in the following outcomes:            GCSE English (Grades: 2 x 2)            GCSE Maths (Grades: 2 x 1)            GCSE Science (Grades: 4,3)            FS English (Level 1 x 1)            FS Maths (Level 1 x 1)            EL English (Grades: EL3 x 1)            EL Maths (Grades: EL3 x 2)</p>	92 x £98 <b>£9,016</b>



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

**Estimated cost: £24,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access Reading Test Vernon Spelling Test	<p><b>Rationale:</b> Baseline test all students on entry and at regular intervals to identify those requiring Wave 2, 3 and other interventions.</p> <p><b>Impact:</b> These tests enable us to target work at an appropriate level. Whilst it is not possible to quantify the direct impact of this intervention, end results justify its inclusion.</p>	<p><b>£1,050</b></p> <p>ca 75 students</p> <p>This strategy is applicable for all students on entry, approximately 75</p>
Baseline Tests English, Maths, Science	<p><b>Rationale:</b> Baseline test on entry in core subjects, together with termly reviews, in order to target interventions to raise standards.</p> <p><b>Impact:</b> These tests enable us to target work at an appropriate level. Whilst it is not possible to quantify the impact of this intervention, end results justify its inclusion.</p>	<p>75 x £47<sup>3</sup> <b>£3,525</b></p>
SEMH Questionnaire	<p><b>Rationale:</b> All our students arrive with significant issues in social, emotional and mental health needs.</p> <p><b>Impact:</b> These tests enable us to target input. Whilst it is not possible to quantify the impact of this intervention, end results justify its inclusion. Outcomes are monitored through termly assessments, with new targets set accordingly.</p>	
Dyslexia Screening	<p><b>Rationale:</b> Identify particular areas of need for those with SpLD.</p> <p><b>Impact:</b> This measure helps us meet the specific needs of individual young people. Last year we identified our dyslexia screening highlighted 2 students who were subsequently</p>	<p><b>£500</b></p>

<sup>3</sup> [School-led tutoring guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – page 17



	diagnosed with dyslexia. 5 students were tested in total.	
Intervention Packages	<p><b>Rationale:</b> Interventions enable us to target specific areas with tailored programmes of support, with a view of ensuring rapid progress in order to close the gap.</p> <p><b>Impact:</b> Final outcomes indicate that these interventions are successful. However, this year it is our intention to quantify impact and monitor progress.</p>	3 x inventions, each week at £47.00 x 36 weeks <b>= £5,076<sup>4</sup></b>
Home Tuition	<p><b>Rationale:</b> This is used for those pupils who are struggling to access Greenwood educational provision onsite. It is for those who are emotionally vulnerable but is also used to support those who are struggling to manage their behaviours onsite.</p> <p><b>Impact:</b>            English: GCSE Language grades 2-5 x 3; Literature grade 4 x 1; FS L1 x 4; EL3 x 1            Maths GCSE grades 2-6 x 3; FS L1 x 3; EL3 x 3            Science: GCSE 6/5 x 1            PE: EL3 x 2            Animal Care: BTEC L1P x 1            Art: GCSE grades 1-4 x 2</p>	311 x £47 <b>£14,617</b>

<sup>4</sup> Additional staffing capacity has been maintained for intervention provision.


**Wider strategies (for example, related to attendance, behaviour, wellbeing)**
**Estimated cost: £15,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p><b>Rationale:</b> 2 x 1-hour interventions each week (6 weeks) – LSA</p> <p><b>Impact:</b> Whilst it is not possible to quantify the impact of this intervention, end results justify its inclusion. ELSA helps our students understand and manage their emotions, whilst respecting the feelings of others.</p>	116 x £15 <b>£1,740</b>
Careers	<p><b>Rationale:</b> Careers Advice and support with Post 16 placements</p> <p><b>Impact:</b> This frequently proves very positive in focusing Year 11 pupils for post 16 pathways. 19 out of 22 (87%) students were took up post 16 placements. Of the three that did not, one was a school refuser and two have significant EV issues.</p>	<b>£1,000</b>
College	<p><b>Rationale:</b> An alternative form of education used to engage young people in a different environment, with a view of post 16 pathways.</p> <p><b>Impact:</b> 3 students completed their college courses, and several others trialled college, but decided it was not for them.</p>	3 x £700 <b>£2,100</b>
GAP	<p><b>Rationale:</b> Greenwood Alternative Provision BTEC Animal Care. Pupils are taken out of the curriculum for one whole day in order to access this course.</p> <p><b>Impact:</b> This has engaged pupils in active learning, at times with a view of pursuing this course of study Post 16. 3 students achieved Level 2 Merit and 1 student achieved Level 1 Pass.</p>	5 x £700 <b>£3,500</b>
Home Visit	<p><b>Rationale:</b> Use to support young people and their families. This was used extensively over the lockdown period due to COVID-19.</p>	160 x £15 <b>£2,400</b>



	<p><b>Impact:</b> Engaged both pupils and parents/carers, both of whom were highly appreciative of contact.</p>	
New Horizon Equine Assisted Learning (EAL)	<p><b>Rationale:</b> EAL is a method of developing self-awareness through the company of horses. It is a non-confrontational, non-directive form of learning through experience which encourages people to identify behaviour and the changes they may need to make without "being told what to do". Facilitators create a safe environment so that the learner can work things out for themselves.</p> <p><b>Impact:</b> This provision has seen persistent school refuses and/or those with specific SEMH needs once again engage with learning.</p>	<p>99 x £50 <b>£4,950</b></p>
WEX	<p><b>Rationale:</b> Work Experience is used to engage young people in careers and post 16 pathways.</p> <p><b>Impact:</b> This proved highly successful in engaging 3 pupils in learning 'on the job', and gave them an insight into the adult world into which they are about to embark.</p>	<p>3 x £50 <b>= £150</b></p>

**Total estimated cost: £49,62**



**Further information (optional)**

'Using Pupil Premium: Guidance for School Leaders' (shown on pages 15-25), was followed and used in the formulation of this Pupil Premium Strategy Statement 2021-22 and the Pupil Premium Review of Outcomes 2020-21, as detailed above.



## **Appendix 1**

### **Using Pupil Premium: Guidance for School Leaders**

The following guidance was used in the construction of the Pupil Premium Strategy Statement 2021-22 and the Pupil Premium Review of Outcomes 2020-21 as detailed above.

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)

#### **Using pupil premium: guidance for school leaders**

How school leaders can use their pupil premium funding effectively, complete their strategy statement and information about pupil premium payments.

From: Department for Education  
Published 18 October 2019  
Last updated 1 November 2021

#### **Contents**

- Overview
- Developing and delivering an effective strategy
- Request a review
- Pooling pupil premium in academy trusts
- 3-year strategy
- Non-eligible pupils
- Academically able pupils
- Pupil premium plus
- Service pupil premium
- Strategy statements
- Strategy statement templates
- School allocations
- Eligibility and funding rates
- Pupils who move schools
- Alternative provision schools
- Errors in payments
- Allocation changes from the 2021 to 2022 financial year



## Overview

This is advice for school leaders and anyone else involved in managing the use of pupil premium (and [recovery premium](#) in the 2021 to 2022 academic year) in schools.

It may also be useful for governing boards, parents and local authorities who want to know how schools can use their pupil premium effectively and the reporting requirements.

There's separate guidance which gives a brief overview of the [pupil premium](#).

## Pupil premium in the 2021 to 2022 academic year

As in previous years, continue to use the pupil premium to improve the attainment of your disadvantaged pupils. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever.

For 2021 to 2022, you are required to:

- use your [recovery premium](#) alongside your pupil premium funding and report on your use of them as a single sum in your [strategy statement](#)
- use our [template](#) to publish your strategy statement - see condition 8 of the conditions of grant
- publish your strategy statement by **31 December 2021** - this enables you to take the needs of your new intake into account
- demonstrate how your spending decisions are informed by a range of evidence - see condition 7 of the conditions of grant

## Developing and delivering an effective strategy

### 1. Identify the specific challenges faced by your disadvantaged and vulnerable pupils

Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. For example, a focus on the specific vocabulary required in different subject areas.

See the Education Endowment Foundation's (EEF) [diagnostic assessment](#) resource for further information.

You should also develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials



- high mobility

When identifying challenges, you should draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families.

## **2. Create a strategy plan to address the key challenges**

Consider taking a longer-term approach to your use of pupil premium funding. [3-year plans](#) are recommended.

Your plan should focus on the controllable challenges that are having the most significant adverse impact on your disadvantaged pupils.

Use a balanced structure to help map out your approach. The EEF's [Pupil Premium Guide](#) recommends that you adopt a tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

Ensure that you consult school leaders and other relevant staff members, for example, the designated safeguarding lead, the designated teacher, and the special educational needs coordinator (SENCo). You should also consult relevant external partners, such as the Virtual School Head.

## **3. Use evidence to assess the merit of any activity that you consider implementing**

You should:

- consult a wide range of independent, high-quality reviews of evidence, such as the [evidence summaries](#) published by EEF
- assess whether the evidence is based on a context relevant to your school
- consider how to be an effective consumer and challenge evidence claims made by external providers

Evidence of the impact of activity can help you to set the outcomes that you want to achieve by the end of your plan.

## **4. Implement your plan**

You should consider:

- how to integrate the activity with the curriculum
- what changes will be needed to existing ways of working
- which pupils will get what activity, when and in what group size



- how to ensure all staff promote the principles and ethos of your strategy, such as high aspiration
- professional development requirements, taking the [standard for professional development](#) into account
- requirements of external providers if you are using them
- what data and resources will be required to monitor the impact of each activity

See EEF's [Putting Evidence to Work – A School's Guide to Implementation](#) for further information.

## **5. Evaluate your strategy**

When evaluating impact, you should:

- measure success based on outcomes for disadvantaged and vulnerable pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, you should not:

- use data that does not focus on pupil outcomes
- base evaluation on the reactions of those delivering the activity
- use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

## **6. Sustain your strategy**

The outcomes of your evaluation will inform your decision whether to sustain or stop each activity.

Where a strategy is successful, it is particularly important to continue monitoring implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

### **Request a review**

You can request a [pupil premium review](#) to help you identify more effective ways to use your pupil premium.

### **Pooling pupil premium in academy trusts**

Academy trusts may wish to pool resources and set a strategy for use of pupil premium and recovery premium funding across multiple academies. Trusts must ensure that any such



strategy is flexible enough to accommodate the specific needs of each school's disadvantaged pupil cohort.

Each school must publish or update a [strategy statement](#) by 31 December every year.

### **3-year strategy**

Taking a longer-term approach by planning your use of pupil premium over multiple years (3 years is recommended) can make it easier to plan your spending, recruitment, teaching practice and staff development.

If you use a multi-year approach, you must review your strategy and publish an updated [strategy statement](#) every academic year before 31 December.

### **Non-eligible pupils**

You do not have to spend your pupil premium so it solely benefits [eligible pupils](#). You can use it to support other pupils with identified needs. For example, you might decide to spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.

### **Academically able pupils**

Pupil premium funding is not allocated based on academic ability. Your pupil premium allocation will be based on all of the eligible pupils in your school.

Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus in your use of pupil premium as less academically able pupils.

### **Pupil premium plus**

Pupil premium plus is funding to help improve the attainment of looked-after children and previously looked-after children. As with pupil premium, it is not a personal budget for individual children.

### **Children who are looked after by the local authority**

For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment.



Your designated teacher should work with Virtual School Heads to ensure that pupil premium plus for looked after children in your school is used to meet the needs identified in their personal education plans.

Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

### **Pupils who were previously looked after by the local authority**

Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children.

Your designated teacher should:

- ensure adoptive parents and guardians are aware that they can declare their child eligible for pupil premium plus and work with them in deciding how the funding should be used
- consult the Virtual School Head on how to use the funding effectively, where appropriate
- be the main contact for queries about the use of pupil premium plus

### **Service pupil premium**

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for you to manage your spending.

The funding is for pastoral support for eligible pupils.

The strategy statement template includes an optional section to report on how you are using the service pupil premium and its impact on eligible pupils.

There's separate guidance published by the Ministry of Defence on the [service pupil premium](#).



## **Strategy statements**

Local authority-maintained schools and most academies (check your funding agreement) must produce and publish a strategy statement every year.

You have until 31 December to publish your statement each year. This will enable you to take the needs of your new intake into account.

## **Purpose of the strategy statement**

The strategy statement is for you to explain how your pupil premium funding is being spent and the outcomes that are being achieved. It's important that parents and governors can understand how you're using the pupil premium and you should write it with these groups in mind.

Ofsted inspectors will only use your statement to help them prepare for their visit.

It is:

- not part of your management accounting obligations
- not intended to monitor within-class or within-school attainment gaps
- not used by DfE to allocate future funding

## **Reporting on wider strategy outcomes**

It can be challenging to evaluate the impact of any activity that is not directly linked to academic outcomes, for example, activity supporting social and emotional wellbeing. You should still write about this in your online statement and refer to any evidence that shows you're making progress.

## **Instructions**

- Read this guidance, the relevant example statement and the EEF pupil premium guide, before you produce your strategy statement.
- Complete the DfE template, save the document (for example as a PDF file) and publish it on your school's website.
- Ensure you review and update your strategy statement before 31 December each academic year even if you are using a multi-year strategy.

## **Strategy statement templates**

From the 2021 to 2022 academic year, you must use the template provided to publish your statement – this is a condition of your funding.





If you have already adopted a multi-year strategy that will continue this academic year, you do not need to develop a new strategy, but must use the new template to outline your existing strategy by 31 December.

### **Format of the blank template**

The template is designed to ensure your statement meets the requirements of the conditions of grant. You may also find it a helpful tool for developing your pupil premium strategy, in conjunction with the guidance on [developing and delivering an effective strategy](#) and the [EEF pupil premium guide](#).

**Part A** is for you to explain your strategy for using pupil premium (and recovery premium for 2021 to 2022) to improve outcomes for disadvantaged pupils.

**Part B** is for you to explain what the outcomes of your pupil premium spending were for disadvantaged pupils in the previous academic year.

There is an optional further information section to provide any additional information you wish to publish.

### **Performance measures related to coronavirus (COVID-19)**

The template for the 2021 to 2022 academic year does not include a requirement to enter information relating to performance measures given the impact of COVID-19 on their production and publication.

In future academic years, the template will incorporate requirements relating to performance measurement data.

### **School allocations**

Pupil premium is paid quarterly on a financial year basis. The first instalment is paid in late June for maintained schools and early July for academies.

Your school's allocation will be published in March, helping you to plan ahead.

The full payment schedule is published in the [conditions of grant](#). You can also view the pupil premium funding allocations that have been given to each school and at national, local authority and parliamentary constituency level.

### **'Key to success' data download**

If you need to check which pupils your school's allocation is based on you can consult [key to success](#) from April each year.



Key to success cannot be used for planning or delivering the pupil premium strategy as it is a retrospective list of eligible pupils based on the October census. For pupils in alternative provision settings, we use the January census.

### **Eligibility and funding rates**

School allocations are calculated based on the number of pupils who attend the school who are eligible for pupil premium funding.

The eligibility criteria and per pupil rates are published in the conditions of grant. There are separate conditions of grant for:

- [local authorities](#) (relating to pupil premium for state-funded schools)
- [academies and free schools](#)

### **Pupils who move schools**

As pupil premium is not an entitlement for individual pupils, you do not get an adjustment if a pupil leaves your school or joins another school.

The only exception is for permanently excluded pupils.

### **Excluded pupils**

We'll reduce pupil premium payments by the value of one pupil, pro-rated to the point in the financial year when the pupil left, for sending schools.

We'll credit receiving schools by the value of one pupil, pro-rated to the point in the financial year when the pupil left the sending school.

### **Alternative provision schools**

Alternative provision (AP) settings, with eligible pupils recorded in the census, will receive the pupil premium like all other state-funded schools.

You can include a pro-rata pupil premium sum in the cost of a place for pupils placed in AP settings:

- on a part-time basis
- who joined after the census

We'll provide funding to local authorities for eligible pupils who are educated in independent special schools based on the number of such pupils in their area.



## **Errors in payments**

[Contact DfE](#) if you've mistakenly recorded a pupil as eligible for the pupil premium. We can change the national pupil database for you to correct individual pupil errors but we cannot amend your census return.

## **Allocation changes from the 2021 to 2022 financial year**

### **Mainstream and special schools**

Funding will be based on October 2020 census data instead of using the January census as was the case in previous years.

### **Alternative provision, pupil referral units and hospital schools**

There will be no change to the allocations process.

### **About the census change**

This change brings pupil premium allocations in line with how the rest of the core schools' budget is calculated.

The change also provides earlier clarity for schools on their allocations. In this transitional year, pupil premium allocations have been confirmed within the usual timeline in June 2021. From 2022, the annual pupil premium allocations for mainstream and special schools will be published in March.

There's further information in the [conditions of grant](#) where you'll also find the allocations for each school and at national, local authority and parliamentary constituency level.

### **Financial impact of the pupil premium census change**

Total pupil premium funding is increasing to more than £2.5 billion in the 2021 to 2022 financial year. This means:

- funding is up £60 million on the previous year
- most schools across England will see an increase in funding
- 87% of local authorities will see an increase in pupil premium funding

Pupil premium funding is in addition to the £3 billion to support education recovery. As part of this, £280 million will be allocated to schools through the recovery premium which, building on the pupil premium, will be targeted at schools most in need of supporting pupils with disadvantaged attainment. This additional support far outweighs the impact of moving the pupil premium census date from January to October.



This table shows the financial impact of moving to the October census on the annual pupil premium allocations for the 2021 to 2022 financial year. It compares the number of pupils that get the pupil premium in the 2021 to 2022 financial year with the number of pupils that would have attracted the pupil premium if the January census had been used.

	<b>Primary pupils</b>	<b>Secondary pupils</b>	<b>Total</b>
<b>Number of pupils</b>	67,189 fewer recipients	4,973 additional recipients	62,216 fewer recipients
<b>Financial impact</b>	£92,445,582 less funding	£2,589,472 more funding	£89,856,109 less funding

The overall impact is approximately £90 million. This does not mean that pupil premium funding is decreasing - total pupil premium funding is increasing compared to the previous year.

In addition to the pupil premium, pupils who are eligible for free school meals, or have been at any point in the last 6 years ("FSM6"), also attract funding through the schools national funding formula (NFF). We are also moving to use the October census, not the January census in the NFF, which in this case, means moving from the January 2020 to the October 2020 census. This will increase the amount of funding allocated through the FSM6 factor in the 2022 to 2023 financial year, as free school meals eligibility increased significantly between January and October last year.

Published 18 October 2019

Last updated 1 November 2021



## Appendix 2

## Developing and delivering an effective strategy

Strategy	Date	Achieved ✓
1. Identify the specific challenges faced by your disadvantaged and vulnerable pupils	<ul style="list-style-type: none"> <li>• Nov 2021</li> <li>• Review Sep 2022</li> </ul>	✓
2. Create a strategy plan to address the key challenges	<ul style="list-style-type: none"> <li>• Nov 2021</li> <li>• Review Sep 2022</li> </ul>	✓
3. Use evidence to assess the merit of any activity that you consider implementing	<ul style="list-style-type: none"> <li>• Nov 2021</li> <li>• Review Sep 2022</li> </ul>	✓
4. Implement your plan	<ul style="list-style-type: none"> <li>• Nov 2021 – Jul 2024</li> </ul>	Ongoing
5. Evaluate your strategy	<ul style="list-style-type: none"> <li>• Sep 2022</li> <li>• Sep 2023</li> <li>• Sep 2024</li> </ul>	Ongoing
6. Sustain your strategy	<ul style="list-style-type: none"> <li>• Nov 2021 – Sep 2024</li> </ul>	Ongoing