



NORTHAMPTON SCHOOL

'Nurturing Success'



Northampton School

Pupil Premium Policy

Including Looked After and Previously Looked After Children Policy

Approved by: The NSB Trust Board

This policy is drawn from the guidance provided in:

[Pupil premium: overview](#)

[Using Pupil premium: guidance for school leaders](#)

[Pupil premium 2023-24: conditions of grant for academies and free schools](#)

[Pupil premium 2023 to 2024: technical note](#)

The Key for School Leaders 2023 Guidance

Background

The Department for Education (DfE) published the Pupil Premium Grant:

- to increase social mobility
- to enable more students from disadvantaged backgrounds to get to the top Universities
- to reduce the attainment gap between the highest and lowest achieving students nationally

“The aim of the Government’s new Pupil Premium is to raise achievement among disadvantaged children.”

This grant is made to schools irrespective of the existence of any deficit of school budget share expenditure and is not part of school budget share.

The payment is made for students based on information derived in the school census (those known to have been eligible for Free School Meals in any of the previous 6 years) and for Service Children, (the latter at a lower rate)

Two separate determining systems support Looked-After Children and Previously Looked After Children. Some of the Pupil Premium each year may be carried forward to future years.

Our aim at the school, when devolving Pupil Premium funds to support disadvantaged students is to ensure that there is both:

A DIRECT ALLOCATION

A clear educational objective in terms of raising attainment or closing the attainment gap and ensuring progress of each child from the Key Stage 2 starting point.

AN INDIRECT ALLOCATION

A clear rationale for allocating funds in such a way that a student is afforded significantly better and more equal access to school and to learning.

Definition of Terms Used:

PP	Pupil Premium - disadvantaged backgrounds including Free School Meals, Service Children, Looked After Children and Previously Looked After Children
PP+	Pupil Premium Plus - Looked After Children and Previously Looked After Children
FSM	Free School Meals
LAC	Looked After Children
PLAC	Previously Looked After Children
Disadvantaged	Children subject to Free School Meals (FSM) or LAC/PLAC

A Purpose of Grant

Pupil Premium funding is received by the school pursuant to Section 14 of the Education Act. The Pupil Premium will be spent for the purposes of the school which is defined as “the educational benefit of the students registered at that school, or for the benefit of students registered at other maintained schools; and on community facilities”.

Rationale

We know that students from disadvantaged backgrounds perform less well than students from higher socio-economic backgrounds. In 2012 only 50% of children nationally on Free School Meals achieved 5x GCSE's (including English & Maths) in Northamptonshire that number was lower. In 2015 Looked after Children made significantly Lower Progress. Other learners not highlighted by Pupil Premium achieved much higher grades. Equally, the notion of a premium to support less advantaged learners is not a new one and has been present in various forms for many years. The challenge for the school is to ensure that the funding now available is deployed to enhance learning and outcomes and is impact driven. In meeting this responsibility, we will be mindful of the sensitivities and perceptions of parents.

In 2022-23 following the COVID-19 Pandemic the need for support and funded support has grown and it is an even more challenging time to support students and ensure they make appropriate progress or better.

Those in receipt of Free School Meals (FSM):

We will ensure that wherever possible, correspondence will be sent directly home electronically. Letters will not be distributed to students, as they may be opened in front of peers.

Reception staff are reminded about the possible sensitivities attached to conversations and form-filling and a discreet place is offered where necessary.

Teaching and non-teaching staff, although aware of the FSM, FSM6, Service Children, LAC and PLAC for tracking purposes, will not share this information with students and will observe best practice in maintaining confidentiality of data.

Pupil Premium spending has been tracked closely to answer the following questions:

How has Pupil Premium been used?

How have we made sure that it is used effectively?

What effect has Pupil-Premium- funded provision had on disadvantaged students?

We will use PP funding within two main areas:

Direct allocation and Indirect allocation

PP spending will be reported to the Governing Body annually as part of monitoring procedures. Although more effective teachers, physical resources, smaller class sizes and other strategies can have a significant impact on achievement, increased funding does not automatically mean increased results. We will strive to select imaginative and appropriate methods for tailoring support to the individual and will use statistical analysis and correlation of key factors to determine the areas of greatest need.

We will aim to devolve PP spending to raise attainment, in some or all the following ways:

DIRECT ALLOCATION- academic standards

- Additional Transition Time for The Inclusion Team to focus on PP students during the transition from KS2 Primary setting to the school
- Extra group sessions during lunchtime and before school and some focussed smaller group interventions during lesson time and Personal Development (PD) time.
- Focus PP booster groups pre and post school

- 1:1 tuition by teachers and Inclusion staff (Focusing on Literacy and Numeracy across the curriculum in KS3 and subject specific booster sessions in KS4)
- Lessons in English, Maths and Science completed at Lunchtime and at home for all PP students who are not on target from Y9-Y11.
- Additional clinics if required to ensure PP Y11 students achieve potential – these to be run after school and on weekends/holidays.
- Resources to support learning outcomes for PP students
- Small groups focusing on self-esteem, organisational skills, behaviour and emotional intelligence (EQ) to improve curriculum accessibility and success
- Extra teaching sets as required
- SEMH support for students struggling with pandemic or emotional and social based issues
- Focused 1:1 intervention where additional needs such as behaviour and attendance have become a priority

INDIRECT ALLOCATION- to facilitate access to learning

- Attendance/absence monitoring and administration including additional Family Liaison time through the Inclusion Team
- Conditional attendance on optional clubs including lunch-time sports or activities for PP/PP+ students (where behaviour/attendance may be an issue)
- CPD resources to assist the Inclusion Team and teachers in analysis of disadvantaged performance
- Other support resources including revision guides for all students
- Free breakfast club places for PP/PP+ students during Y11 examination period.
- School / P.E. uniform- a specific subsidy set aside for parents/carers of each PP/PP+ student as an annual contribution towards the cost of uniform
- Support with sports or PE clubs and/or residential educational visits as appropriate
- “Hardship fund”- a specific amount to be made available, calculated by overall PP/PP+ numbers, in a ring-fenced budget. Activities may include trips and visits but MUST be judged as having a clear educational objective or be clearly linked to increasing the students’ ability to access learning. In exceptional cases, this could possibly be extended to a contribution towards home computer equipment/similar

Measuring Progress and Improving Outcomes

Pupil Premium spending will be tracked by Senior Leadership in close liaison with the Headteacher and information has been, and will continue to be, provided separately to the governing body. This will show numbers of students who have received Pupil-Premium funded provision and track impact.

The school will dedicate a separate section of the website to Pupil Premium in which a brief report of recent spending and allocated funding will reside.

Within school, the progress of Disadvantaged students will also be tracked against the following correlations:

- low attainment (performing below expectations)
- progress for high attainment, middle attainment and low attainment
- low progress (performing below expectations) regardless of attainment
- absenteeism
- SEN
- English as an Additional Language (EAL)

In curriculum teams and whole-school evaluation, the relative performance of PP/PP+ will be individually tracked and monitored, with a view to ensuring that expertise is maintained, and adequate focus remains.

The school will continue to take steps to ensure that PP/PP+ are effectively identified, in order that all teachers and Inclusion Team staff directly involved in learning can fully exercise their duties with respect to "Narrowing the Gap".

Objectives

During the course of this academic year, we aim to:

- Appoint a specific Inclusion and Intervention lead who will look at PP progress term by term;
- Provide additional boosters for Year 7 students who have not made adequate (expected) progress in Year 6 in the core subjects (including Science). This to be looked at after Term 2 data is released;
- Provide additional literacy and numeracy support, if required, for students from selected lessons;
- Provide rewards for identified PP/PP+ students who have exceeded expected progress targets, in an effort to help the individual extend their high performance, and maximise their chances of meeting their targets
- Look at the possibility of creating an academic breakfast club for those students achieving low scores in English, Maths and Science at KS3
- Establish and develop existing additional classes that focus on Progress and achieving Minimum Achievement Grades and exceeding MAGs
- Increase intervention staff hours as the school grows in order to provide sufficient support for intervention for FSM students from early in the autumn term
- Offer further support with sports or PE, prioritising those which run in or with school, to maximise well-being, attendance and personal development
- Consider provision of an EAL manager to oversee EAL progress each year

SPONSOR: NS Local Committee



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Looked After Children & Previously Looked After
Children Policy

Approved by: The NSB Trust Board

Introduction

The purpose of the policy is to promote the educational achievement and welfare of Looked After Children (LAC) and Previously Looked After Children (pLAC).

The Policy has been written with reference to:

- Promoting the education of Looked After Children 2014
- 4th Update of The Children's Act 1989 (July 2014)
- Working Together to Safeguard Children 2013
- Designated Teacher for Looked After Children 2009
- Promoting Health and Wellbeing of Looked After Children 2009

Rationale

The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of Looked After Children have been victims of abuse or neglect. It therefore follows **that these students need special treatment and positive discrimination in their favour** if this situation is to be improved. At the school we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities. This policy aims to provide a framework that will ensure that all LAC students at the school are provided with every opportunity to succeed.

Purpose

To clarify responsibilities with regard to Looked After Children.

To ensure there are structures and strategies in place to support the achievement and wellbeing of Looked After Children

Definition of a Looked After Child

Looked After Children are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care

A private agreement is not public care i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After. Children living in these informal arrangements may be vulnerable.

LAC Students

The 4th update to the Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority.

Accommodated children also include those in receipt of respite care from day one.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- a) Foster carers
- b) In a children's home
- c) In a residential school

- d) With relatives, or
- e) Even with parents – under supervision of Children’s Services

Similarly, an ‘accommodated’ child can be living:

- a) In foster care
- b) In a children’s home, or
- c) In a residential school

This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009) and the West Northants Policy Statement on Children Looked After and should be read in conjunction with it. All schools have been issued with a copy of each document and may also refer to the Virtual School page on the West Northants County Council web page. It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility (PR) for day to day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

Purpose of Looked After Child Policy

- Help raise the educational standards and thus improve the life chances of LAC students.
- Ensure that school policy and procedures are followed for LAC students.
- Deal with the causes of social exclusion that a LAC student may experience. This issue is addressed through careful planning, monitoring and evaluation.
- Provide a source of continuity for LAC students who may have been subjected to emotional distress and/or disruption in their lives.
- Ensure that all LAC students have access to a broad and balanced curriculum.
- Provide an appropriate curriculum aligned to the individual’s needs and ability.
- Ensure that LAC students take as full a part as possible in all school activities.
- Ensure that Foster Care and Social Workers of LAC students are kept fully informed of progress and attainment.
- Ensure that LAC students are involved, where practicable, in decisions affecting their future provision.

Roles and Responsibilities

Governing Body

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher/Headteacher as source information:

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions;
- Pupil destinations after leaving the school

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- The Curriculum;
- Public examinations;
- Additional interventions to support educational progress e.g. One to One tuition
- Careers and Connexions guidance;
- Additional education support;
- Extracurricular activities;
- Work experience
- The most effective use of the Pupil Premium to raise attainment

The named Governor is encouraged to support the Quality Assurance Process within the school on the implementation of the role and responsibility of the Designated Teacher working with LAC.

Headteacher (through Designated Senior Lead and Teacher)

To ensure that provision/outcomes for Looked After Children are specifically developed, recorded, monitored and evaluated by means of:

- The School Improvement Plan
- All school policies and procedures
- Behaviour, sanctions and exclusions reports
- Praise and rewards
- Analysis of public and internal examinations and assessments: student progress in relation to targets
- Year 9 Preferences and guidance
- Entry to Public examinations
- Participation in extracurricular activities and successes
- Attendance
- Participation in gifted and talented provision and successes
- Admissions
- Complaints
- Student post 16 destinations
- To make it clear to staff and other school stakeholders that Looked After Children require special treatment and positive discrimination and that is trust policy
- To give the Designated Teacher for Looked After Children, the time and facilities to carry out their job description and to support them at all times in their work
- To show a personal interest and involvement with Looked After Children in the school
- To challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations in terms of Looked After Children achieving their potential
- To give Looked After Children the highest priority regarding admissions to the school even when there is over subscription
- To avoid as far as possible the exclusion of a Looked After Child
- To provide CPD for staff on issues pertaining to Looked After Children
- To ensure that Designated Teachers attend regular external training provided by the LA and national bodies

Inclusion Team

- To provide administrative support to liaise between Virtual Schools and our school
- To complete Personal Education Plans (PEPs) for each student each year
- To track, monitor and report back to Senior Leaders and Headteacher progress of LAC students.
- To liaise with foster care organisation

Designated Teacher for Looked After Children

- To be a champion for Looked After Children within the school and to ensure that they are receiving special provision;
- To provide an annual report on the provision for, and progress of Looked After Children to the Local Governors Committee;
- To act as the first point of contact regarding Looked After Children for external agencies, including the Virtual Schools;
- To ensure that pupil premium plus for previously Looked After Children is deployed efficiently and effectively, is focussed on raising achievement and is monitored and evaluated;
- To ensure that teachers who need to know are aware of who are the Looked After Children,
- To make teachers aware that extra support should be given to this group of students to help them achieve their academic potential and further their personal and social development;
- To ensure that sensitive information related to Looked After Children remains confidential at all times;
- To liaise with carers, Social Services and the Virtual Headteacher so that all possible support is given at the times of transition and:
 - a) all relevant information is collected and Looked After Children receive a smooth induction into the school
 - b) additional support is given to support Career and Subject Guidance Pathway Choices
 - c) students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- To ensure they are following an appropriate curriculum and that there is access to alternative provision if felt necessary (examples of support through YTL or Inclusion Team);
- To check that they know their PEP targets and get feedback on how they are performing in relation to these targets and how they can improve and do better (using the same process as for the student body as a whole);
- To use the school's data tracking and comparisons with national performance on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place and are monitored, including full access to any booster lessons/support that is available in the school or externally through the Virtual School;
- To ensure students are entered for public examinations in all cases unless it is totally inappropriate;
- To ensure they have all possible individual assistance in developing their basic skills including literacy and numeracy;
- To make sure that students on the SEN register receive all possible support to meet their needs and able students have access to the school's Gifted & Talented provision;
- To check that they complete Home Learning and aspects of coursework on time and to a good quality and that intervention occurs if this is not the case;
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school;
- To ensure PEP and PEP reviews occur on time and to play the lead educational role at these;
- To arrange a meeting that takes place regularly with the Looked After Child to check progress and to listen to his/her views about both in school and out of school issues;
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem e.g. behaviour issues, poor effort etc.

Admissions

- LAC students are a priority for admission and, will be admitted in accordance with our school admission criteria.
- On occasions, owing to care placement changes, LAC students may enter school mid-term.
- Arrangements are in place to give each LAC student a positive induction and support to help them settle into the school community. These are coordinated by the LAC Mentor and appropriate Year Team Leader.

Inclusion

- The school acts as an advocate for LAC students in order to allow them equal access to educational opportunities.
- The school recognises that all students are entitled to a broad and balanced curriculum. This LAC Policy reinforces the need for teaching that is fully inclusive.
- The school will work in partnership with the West and North Northamptonshire Virtual Schools for Looked After Children (the LA team responsible for LAC) and other Virtual Schools for students who are from other Local Authorities, to ensure that LAC students receive the full range of support to which they are entitled to enable them to make progress and achieve.
- To arrange an emergency Personal Education Plan (PEP) review with all relevant agencies for any LAC student whose conduct may be a cause of concern or is at risk of exclusion.

Links with external agencies

The school recognises the important contribution that external support services make in supporting LAC students. Colleagues from the following support services may be involved with individual Looked After Children:

- Social care worker/ Community care worker/ Residential childcare worker
- Northamptonshire Virtual School for Looked After Children (*Looked After Children in Education Team*)
- Other Virtual Schools for Looked After Children from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Entitlement Team Officers - Prevention Team
- Connexions Workers

LAC policy review and evaluation

The school will review annually the LAC Policy and support arrangements. The outcome of this review will inform the School Improvement Plan

Designated governor for LAC

Jordan Letts

Designated senior lead for LAC

Katy Wilkins

Designated Teacher for LAC

Katy Wilkins

Designated Key Worker for LAC and PLAC

Hanna Lines

Related Policies Pupil premium

Child Protection, Pupil Premium, AIT Policy