



POLISI PREMIWM DISGYBLION

PUPIL PREMIUM POLICY

PARATOWYD PREPARED	Mawrth 2021 / <i>March 2021</i>
CADARNHAWYD RATIFIED	Ebrill 2021 / <i>April 2021</i>
ADOLYGWYD REVIEWED	DD/B / <i>N/A</i>
CYLCH ADOLYGU REVIEW CYCLE	3 blynedd / <i>3 years</i>

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REVIEW NOTES

March 2021	<ul style="list-style-type: none">● Newly prepared policy
September 2021 (update)	<ul style="list-style-type: none">● Publication date of 'Keeping Children Safe in Education' updated on page 5● Reference to 'Additional Learning Needs and Disability Policy' on page 5 replaced with 'Special Educational Needs and Disability Policy' to reflect updated name of policy● Reference to 'Equality and Cohesion Policy' on page 5 replaced with 'Equality, Diversity and Community Cohesion Policy' to reflect the name of the policy● Chair of the Board of Directors and Lead Teacher signatures updated on page 5

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PUPIL PREMIUM and PUPIL PREMIUM PLUS GRANTS

1. Introduction

Pupil Premium funding is additional funding for publicly funded schools in England. It is designed to help raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. Independent schools are not eligible for Pupil Premium Grant, however independent schools are able to receive Pupil Premium Plus funding if they have children who meet the eligibility criteria. Previously looked after children are eligible for Pupil Premium Plus funding. The funding is provided to ensure that pupils receive the best support possible to assist them in achieving their potential.

2. Definition

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

3. Parental responsibility

Section 3 of the Children Act 1989 defines parental responsibility as

“All the rights, duties, powers, responsibilities and authority which, by law, a parent of a child has in relation to a child and his/her property. “

This means that a person with parental responsibility is responsible for the care and well-being of the child and, unless a court order says something different, that person, and anyone else that also has parental responsibility, can make important decisions about the child's life.

4. Aiming for excellent support and provision at school

Many previously looked after children have experienced very difficult circumstances. Many have a special education need. Many suffer the effects of trauma, loss and neglect on their emotional, psychological and social wellbeing, resulting in difficulty building trusting relationships with adults and peers.

High aspirations, careful assessment and planning, an emotionally healthy learning environment and high-quality teaching and learning all contribute to improved wellbeing and attainment, and consequently long-term positive outcomes. With support, it is the role of the school to champion the needs of previously looked after children and take a leadership role in promoting their educational achievement.

5. Designated Teacher – role and responsibilities

The Designated Teacher (DT) in a school is responsible for promoting the educational achievement of looked after and previously looked after children in their school. The DT has lead responsibility for helping school staff understand what support this cohort might need to learn and achieve. The Designated Teacher is the central point of contact within the school in order to facilitate working with others, such as social workers, and parents/carers and understands the importance each role has to play, ensures that all staff are aware of the emotional, psychological and social effects of loss and separation from birth families, that some children may find it difficult to build relationships with adults and peers and how this can affect behaviour and social interaction.

The DT champions the individual rights of the child, hears and respects their wishes and shows sensitivity about their care status, promotes a culture in which children previously looked after believe they can succeed and aspire to achieve their potential and where everyone working with this cohort have high expectations and aspirations for them. The DT makes sure the child has a voice in setting learning targets, can discuss their progress and are supported to take responsibility for their own learning, promotes good home-school links through contact with the child's carer or the person who has parental responsibility about how they can support his or her progress by paying particular attention to effective communication with carers in collaboration with SENCo is a source of advice for staff about assessment and differentiated teaching strategies appropriate for individual children.

The DT has lead responsibility for the development, implementation, monitoring and review of the looked after child's Personal Education Plan (PEP) within the school, and is responsible for ensuring that the PEP is updated and available in time for the Local Authority review of the child's wider care

plan, helps previously looked after children transition into the school and make smooth transitions to new classes and schools including arrangements for timely sharing of information. The DT makes sure that the school does everything possible to provide educational stability, including promoting attendance, avoiding exclusion and removal of barriers to them accessing the general activities and experiences that the school offers to all its pupils and contributes to the development and review of whole school policies to ensure that they do not unintentionally put previously looked after children at a disadvantage.

The DT makes sure, in partnership with other staff, that there are effective and well understood school procedures in place to support learning and that school policies do not unintentionally put previously looked after children at a disadvantage. The Designated Teacher should be a qualified teacher and is working as a teacher in the school. The governing body must ensure they are given appropriate support by school leadership to fulfil their role. They are entitled to training and development, so that they can have up to date knowledge in order to respond to the specific teaching and learning needs of previously looked after children and develop the understanding of everyone in the school.

6. Making use of Pupil Premium Plus funding

The PPP can be used to facilitate a wide range of educational and developmental support for previously looked after in agreement with the Designated Teachers and carers. Statutory guidance that interventions supported by the funding should be evidence-based in the best interest of the child.

7. Effective day-to-day ways to support the child through use of the Pupil Premium Plus Grant

- Providing meet and greets for the child at the start of the day
- A nurture group
- 'Attachment time' built into child's timetables
- Scaffold child's social skills and peer relationships through social skills groups or circle of friends interventions and opportunities to practice
- Structured play at break times
- Emotional literacy and emotion regulation groups
- Providing calm zones in classrooms and centrally within the school helping child to regulate themselves
- Use of positive behaviour strategies to focus on understanding and repairing what went wrong
- Therapeutic services e.g. play, art, music, drama therapy
- Providing safe spaces for child to come to throughout the school day
- Spending time preparing child for change in advance e.g. using social stories or visual timetables
- Liaising closely with parents and guardians who can help their child prepare for and cope with change
- Providing coaching for children who struggle to plan and organize
- Ensure that key information about children's needs is shared with all key staff who come into contact with them
- Identifying a named member of staff who liaises with the parents/carers and facilitates regular meetings to discuss the child's need and progress

- Address barriers to information sharing and joint working

8. The Personal Education Plan and Audit

The Personal Education Plan (PEP) is a record of how professionals around the previously looked after child will support their educational outcomes and achievement. The school will develop and review termly using the following audit:

Issue	Question / Prompt
Punctuality/ attendance	Are there attendance concerns? Have any underlying issues that might be causing attendance problems been investigated and how are they been addressed? e.g., bullying, worries about work?
Curriculum	Confirm that the pupil has access to the curriculum What are the challenges? Teacher/ assessment results: e.g. reading, spelling age Curricular priorities Homework regularly completed. Transition plans if required Curricular strengths e.g. art, music
Educational Needs (learning and/or emotional, social, behavioural)	Does the pupil have a statement of special education needs/EHCP? What are the needs? How are they being addressed? Current IEP. Other needs, e.g. emotional/social/pastoral/physical? Times or situations that affect behaviour? What does the SDQ (Strengths and Difficulties Questionnaire) suggest as areas that need development? Support available? What strategies are in place? Other agency involvement – e.g. Behaviour Support Team; anger management; counselling/therapy
Study support	In class Homework support – at home? Liaison between home and school? e.g. homework diary; attendance at Parents'/Carers' Evenings etc. Carers effectively support learning at home?
Cultural/ Religious	Are there related cultural and/or religious needs (including mixed ethnicity)?
Out-of-School-Hours Learning	Sporting/musical/ artistic interests or strengths; hobbies or clubs, e.g. Brownies, Scouts, Cadets etc. Full opportunity to pursue these? Extra funding or resources needed to make them happen?

Personal development	Relationships with peers and adults? Opportunities to develop friendships outside of school Need for mentoring? School peer mentoring? Need to build confidence, self-esteem? Personal strengths and need to encourage these Holidays and extra-curricular events
Other agency involvement	Health - occupational therapy; speech therapy; designated nurse; CAMHS Social Care - Play therapy, counselling Education – TECC (Therapeutic Education Counselling Centre); EWS; Behaviour Support Team
Transfer / transition	Arrangements for this, e.g. liaison with prospective school in advance of transfer/move. Transfer of relevant information and documentation especially if moving out of authority

9. Related Policies and Publications

Children’s Act 1989 (2004 Amendment)

DfE Keeping Children Safe in Education (updated Sept 2021)

DfE Working Together to Safeguard Children (2018)

DfE Pupil Premium – Policy Paper (updated Feb 2021)

YGLI Special Educational Needs and Disability Policy

YGLI Behaviour and Discipline Policy

YGLI Equality, Diversity and Community Cohesion Policy

YGLI Risk Assessment Policy

YGLI Safeguarding and Child Protection Policy

ARWYDDWYD GAN:		
SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Mawrth 2021 <i>March 2021</i>
S Rees Jones	Athrawes Arweiniol Weithredol <i>Executive Lead Teacher</i>	Mawrth 2021 <i>March 2021</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>