



Bacton
Primary School



Cedars Park
Primary School



Mendlesham
Primary School



Stowupland
High School



The John Milton
Sixth Form
AT STOWUPLAND HIGH SCHOOL



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

Single Strategy Policy (Pupil Premium and Recovery Premium) JMAT 024

History of Document

Issue No	Author/Owner	Date Written	Reviewed by Trust on	Comments
V1	CEO	Sept 2018	December 2018	
V2	CEO	Sept 2019	27-Sept-19	Updated in light of most recent guidance
V3	CEO	Oct 2020	Oct 2021	(delayed due to DfE releases and creation of a single strategy approach)
V4	CEO	Dec 2021	Feb 2022	
V5	CEO	Dec 2022	Autumn 2023	Updated app. B
V6	CEO	Nov 2023	7-Dec-2023	Changed dates throughout document and updated Appendix B

“Good Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”

(The EEF Guide to the Pupil Premium)

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1. Introduction

The Trust’s vision is firmly rooted in the belief that every learner can aspire to excellence and secure the best possible outcomes. It is the role of both the Trust and its schools to address and overcome socio-economic factors – or any other external factor – which may hinder learner progress and attainment, and which may, ultimately, affect their future opportunities.

The Trust recognises that not all learners who are eligible for premium funding are underachieving; conversely, some learners may be underachieving and not eligible for premium funding. However, all schools in the Trust will plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Even where under-performance is not evident, learners entitled to premium funding may receive support to enhance their future educational aspirations and achievements.

Premium funding operates in addition to the annual grant provided each year and it is identified as a “restricted fund” in each school’s budget. Although it is for individual schools to determine exactly how premium funding is allocated (working to the principles outlined in this Policy), the effectiveness of strategies and initiatives will be monitored through Executive Leaders, Local Boards and the Trust. Local Boards must always receive sufficient information and data in order to engage in robust discussion.

2. Identification of Learners to benefit from Premium Funding

(a) **Pupil Premium Funding** is allocated to schools for the following groups of learners:

- **Ever 6 Free School Meals (FSM)**

The pupil premium grant will include pupils recorded in the January 2023 school census who are known to have been eligible for Free School Meals since May 2017, as well as those first known to be eligible in January 2023.

- **Children adopted from care or who have left care**

The pupil premium grant will include pupils recorded in the January 2023 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- **Ever 6 service child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2023 school census who was eligible for the service child premium since the January 2017 census as well as those recorded as a service child for the first time on the January 2023 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2023 school census.

(b) **Recovery Premium Funding** can be used by learners if they fall into one or more of the following groups:

- **Ever 6 Free School Meals (FSM) as well as pupils not eligible for recourse to public funds**
- **Looked after children (LAC) in the care of, or provided for, by an English local authority**
- **Children no longer looked after as a result of adoption, special guardianship order or child arrangements order (previously known as residency order)**

3. Premium Funding Principles

The Trust passes all premium funding to schools with the expectation and requirement that all schools will allocate funding in line with the Trust's agreed principles. These principles are underpinned by NFER research which promotes an ethos of attainment for **all** learners, without accepting limitation or stereotyping. All schools will ensure that:

1. The targets for all learners in Trust schools, including pupil premium learners, are set with the expectation that progress, from starting points, will be in line with the top 20% of schools nationally. Where data is not available, targets will be agreed with our school improvement partners.
2. Tracking of progress, both at school and Trust level, encompasses all specific groups of learners, including those linked to pupil premium funding. Tracking should include attendance, behaviour, attainment and progress;
3. Following formative assessment, targets for pupil premium learners will be readjusted **upwards** whenever possible or appropriate to enhance the expectation of accelerated learning for all PP learners: Lower Prior Attaining, Middle Prior Attaining and Higher Prior Attaining;
4. Support and expenditure will include a focus on the **holistic development of learners** which, in turn, will be reflected in academic outcomes;
5. All parents/carers/learners will be fully involved in identifying, and reflecting on, the personalised support from which they feel they would benefit;
6. There is to be a named Premium Champion in each school and a named Local Improvement Board Member and Premium Trustee;
7. All schools in the Trust are committed to maintaining a relentless focus on high quality teaching (including bespoke approaches) that will benefit all groups of pupils, including premium learners

4. Spending of Premium Funding

4.1 The statutory expectation is that all schools will ensure that premium funding is used:

- to raise the attainment of disadvantaged pupils of all abilities to reach their potential;
- to support children and young people with parents in the regular armed forces;
- to deliver evidence-based approaches for supporting disadvantaged pupils.

In order to fulfil these expectations, all schools in the Trust will evaluate the performance of premium learners to determine what support should be put in place to overcome barriers to

learning, to provide recovery programmes or to enhance opportunities and experiences. The views of parents will also be taken into account when determining the allocation of funding.

Please see 4.3 for further advice.

4.2 In line with the DfE template, there are three priority areas. These encapsulate the Trust’s vision of *Ambition, Aspiration and Excellence* and will be used to group actions and structure school plans.

The priority areas are:

1	Teaching	This area focuses on ensuring good teaching for all learners in all lessons
2	Targeted academic support	This area identifies bespoke interventions and programmes for learners not yet securing good progress across all subjects
3	Wider Strategies	This area supports and encourages excellence in all aspects of life (including positive learning behaviour and well being) by helping pupils overcome personal barriers

4.3 It is for schools to decide on the deployment of funding, and for the Trust and its committees to monitor the effectiveness and impact of the grant, **but the Trust expects school leaders to make well-informed choices based on evidence relating to specific cohorts** and to be familiar with research findings such as those summarised in the Sutton Trust Education Endowment Toolkit.

In order to evaluate past spending and inform future plans, the following questions should be used:

Historic Plan

- How well did PPG and catch-up learners perform in attainment and progress compared with national non-PPG learners? Do we have robust evidence of this?
- How does the attendance and behaviour of PPG and catch-up learners compare with non PP learners?
- Is the gap between PPG and non-PPG across the school widening, plateauing or closing?
- Was attainment in line with predictions?
- How did we raise and maintain staff awareness of PPG and catch-up learners? For eg, can all staff (teaching and support) identify the PP and catch-up learners in their care?
- How were senior leaders and those in governance kept informed of the progress, attainment and achievement of PP and catch-up learners?
- Is our overall monitoring of PP and catch-up learners sufficiently rigorous and robust?
- What worked well and how do we know?
- What was less successful and how do we know?
- In retrospect, did we identify barriers correctly within the priority groups?
- What lessons have we learnt?

Current Plan

- What strategies are we going to continue and why?
- How have we identified the current barriers - have individual needs been diagnosed correctly?
- Are we balancing quality first teaching with specific, targeted interventions?
- Have we considered the most recent research in compiling our plans?
- Do systems for monitoring the quality of education (intent, implementation and impact) pay sufficient attention to premium learners?
- Have we reflected parent and learner views when compiling our new plan?
- Are we ensuring that “less is more” and focusing on the successful implementation of a smaller number of strategies?

5. Published Information

In line with DfE developments, a Single Strategy Plan will be published on school websites by 31st December each year to cover the use of pupil premium and recovery premium funding.

- (a) the number of pupil premium learners in the school
- (b) the total amount of funding received
- (c) the outcomes and evaluation of pupil premium expenditure in the preceding academic year;
- (d) the planned expenditure for the year ahead.

6. Monitoring and Evaluation: Roles and Responsibilities

6.1 The Headteacher/Head of School and/or designated senior post-holder (Premium Champion) will:

- Evaluate the effectiveness of past pupil premium and recovery plans
- Identify appropriate support for current premium learners based on need (and including input from parents/learners)
- Complete and publish a Single Strategy by 31st December, having produced an evaluative report based on lessons learnt from previous year
- Deploy teaching and support staff effectively
- Adopt (and communicate) non-negotiable school-based strategies linked to quality-first teaching
- Monitor key performance indicators such as attendance, behaviour and safeguarding, liaising with staff as appropriate
- Monitor the impact of initiatives in school and take action as appropriate
- Liaise with other Trust schools, external partners and agencies where appropriate;
- Provide CPD and guidance for staff
- Provide termly data for the Local Board and the Trust Board on the performance of learners covered by the Single Strategy (through termly School Improvement Reports)
- Respond appropriately and in a timely fashion to issues arising from the attendance, behaviour, safeguarding and progress data for pupil premium and recovery learners

6.2 Class teachers and subject post-holders will:

- Ensure that pupil premium and recovery learners are (a) known to staff and (b) supported through quality-first teaching
- Ensure any classroom support or additional staffing is deployed effectively;
- Monitor progress and intervene as appropriate
- Advise line managers and the premium champion of barriers to learning through progress conversations and documentation

6.3 The Local Boards will:

- Identify a designated LB member to liaise with school staff to ensure that statutory requirements are fulfilled (eg creating and publishing a Single Strategy Plan) and that best practice is receiving appropriate attention
- Monitor the use and impact of premium funding
- Scrutinise the performance of all learners, including those covered by the premium funding, through the termly data collections (covering attendance, behaviour, safeguarding, attainment and progress)

6.4 The Trust will:

- Identify a designated Trustee to champion the ethos of attainment for all
- Monitor the use and impact of Single Strategy funding through the finance team
- Evaluate the performance of PP and catch-up learners through the termly data collections and provide challenge and support to schools and LIBs as appropriate
- Include reviews of PPG learners as part of the School Improvement Partner (SiP) process
- Support (and commission) CPD activities across the Trust in line with the best practice identified
- Review the delegation and use of premium funding on an annual basis to inform future policy

APPENDIX A



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

Pupil Premium and Recovery Premium Strategy Plan

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding 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.

School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Local Board Member / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

1. Statement of intent

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2. Challenges

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

Challenge number	Detail of challenge
1	
2	
3	
4	
5	

3. 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
	❖
	❖
	❖
	❖
	❖

4. 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.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2. Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

3. Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

4. Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix B

Trust Premium Funding 2023 - 2024

Detail	Data
Schools in receipt of funding	Bacton Primary Cedars Park Primary Mendlesham (+ Mulberry) Stowupland (+ Mulberry)
Total number of pupils included in funding calculations	352
Proportion (%) of pupils funded through premium allocations	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this funding statement was published	January 2024
Date on which it will be reviewed	August 2024
Statement authorised by	CEO
Trust Committee	Finance and Business Learning & Performance

Total Allocations	Amount
Pupil premium funding allocation this academic year	£411,668.00
Recovery premium funding allocation this academic year	£99,445.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£511,113.00
Additional Trust funding to support published plans	£0
Total allocation across the Trust	£511,113.00