



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## Our Approach to Pupil Premium

Approved: September 2023

Reviewed: annually

## 1. Legislation & Guidance

This approach is based on the [Pupil premium 2023-24: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-2023-24-conditions-of-grant-for-local-authorities) published by the Education and Skills Funding Agency.

It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this strategy refers to the DfE's information on [what academies should publish online](#)

The values for 2023 – 2024 are:

- Disadvantaged Children: for each child who has been recorded as being eligible for free School meals (FSM) in a school census at any point in the last 6 years:
  - £1455.00 for primary learners (Reception to Y6);
  - £1035.00 for secondary learners (Y7 to Y11);
- Looked after children (CLA): for each child who is in the care of or provided with accommodation by an English local authority
  - £2,530
- Previously looked after children (P-CLA): for each child who has ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order, or a residence order. This includes children adopted from state care or equivalent outside England and Wales. This is sometimes referred to as pupil premium plus.
  - £2,530

In addition, a [service premium of £335](#) is paid for each learner who has had a parent serving in the regular armed forces in any school census in the last 6 years. The service premium is also paid in respect of children receiving a Ministry of Defence pension after their parent died or was injured while serving in the armed forces.

Further information can be found at [Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-overview)

## 2. Introduction and Eligibility

First introduced in April 2011, the Pupil Premium Grant (PPG) is a government initiative that provides additional funding aimed at learners from deprived backgrounds who, research shows, often underachieve compared to their peers. The Pupil Premium is provided in order to support these learners in reaching their potential by accelerating their progress.

It is allocated to state funded school based on the number of their learners fall into the categories below:

- [Ever 6 free School Meals](#) (Ever 6FSM) - learners recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). It does not include learners who received universal infant free school meals but would not have otherwise received free lunches.
- [Ever 6 Service Children](#) – learners who:
  - have a parent/carer serving in the regular armed forces;
  - have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant

guidance), including those first recorded as such in the most recent January census;

- receive of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.
- **Looked after children(CLA)** – learners who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- **Post looked after children (P- CLA)** - learners 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.

As an AP academy, Three Towers (TTAPA) provides education for permanently excluded learners, those at risk of exclusion (dual registered with mainstream schools), school age parents and those with medical needs particularly mental health needs. As such many of our learners come from disadvantaged backgrounds, with between 55-65% in receipt of pupil premium funding and the vast majority of learners already designated as persistently absent from school.

It is very difficult to provide a completely accurate level of PPG to be allocated as this can fluctuate throughout the year dependent on the learners who are on roll. Due to the ever-changing school roll this funding is not linked to specific learners with the exception of some looked after children.

As a baseline we set our spending based on the number of single-registered learners on our roll at the time of the January school census.

### 3. Aims

We will ensure that Pupil Premium is used to:

- to provide opportunities to improve progress and raise the attainment of learners;
- to narrow, and wherever possible close the gap between the achievements of learners and their peers;
- to address any underlying inequalities between learners eligible for pupil premium and others.

We will ensure that all staff:

- accept responsibility for the academic, social, emotional and pastoral development and progress of our all learners, including those recognised as disadvantaged;
- value and respect each learner as an individual and are all committed to meeting their individual needs to ensure that they make progress in order to maximise their potential, irrespective of disadvantage.

### 4. Barriers to learning

We understand that there are many reasons why learners may underperform and these are often complex and difficult to identify. Our focus is to identify the reasons quickly and plan how best to address them within school, and involving external partner agencies whenever necessary. We have a higher than average percentage of learners who have a designated social worker supported through an early help (EH) plan, a child-in-need (CIN) plan or a child protection (CP) Plan and who are Looked After Children (CLA). The main barriers to achievement for learners referred to us include:

- social and emotional needs (often complex) including difficulty regulating emotions and behaviours;
- mental health needs – unidentified, as well as diagnosed;
- low self-esteem and little self-confidence causing lack of aspiration;
- poor and/or disrupted experience of mainstream education including poor attendance;
- low levels of literacy and numeracy on entry;
- reading ages well below chronological age;
- unidentified learning needs including special educational needs;
- lack of positive adult role-models including lack of guidance, boundaries and supervision;
- Adverse Childhood Experiences (ACEs);
- risk of and exposure to child exploitation – criminal and sexual exploitation;
- criminal offending including illegal recreational drug and alcohol misuse;
- diagnosed medical needs.

*This is not an exhaustive list but the above barriers to achievement will have been exacerbated due to the COVID19 pandemic. The full extent of which is still unknown as its impact continues to be ongoing.*

## 5. How the money is allocated within school

In June 2019 *The Education and Endowment Foundation* published a guide to pupil premium funding aiming to support schools in spending their Pupil Premium to maximise the benefit for their learners. The report makes various recommendation which we have carefully considered. These recommendations include;

- teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention;
- targeted support for struggling learners;
- strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

With the exception of individualised pupil premium plus funding for looked after children, schools have the freedom to choose how to allocate this funding but are held accountable through the Ofsted inspection framework, and the reports that must be published online which explain spending choices and measure the impact of their spending.

When making decisions on how to allocate this funding we continue to refer to current research whilst ensuring that we link our spending to our development plans and that we consider what methods work best for our learners taking into account their individual needs and characteristics.

We also recognise that not all learners who are eligible for Pupil Premium are underachieving and visa-versa.

### 5.1 Looked after children (CLA)

The money is therefore allocated to schools on completion of the Personal Education Plan (PEP). This is the mechanism by which a young person's personal education is discussed, targets are set and reviewed and PP+ funding is decided upon and allocated. PP+ funding is also available for any children adopted from care or who have left care on a special

guardianship order or child arrangements order – however this is not allocated locally but distributed in relation to the school census.

## 6. How we measure the impact of the funding

We track the impact of the strategies put into place for all our learners but because we take a holistic approach to educating each child, we do not always analyse results from specific target groups. Additionally, the make-up of these groups fluctuates during the course of the academic year by virtue of being an AP academy so the data is not helpful or meaningful.

Data we do use includes:

- attendance data for individual learners;
- learner progress from entry (baseline) to exit , including non-academic measures;
- improvements in reading age;
- learners achieving formal accreditation/qualifications;
- learner destinations after they have left Three Towers (not just post-16 destinations).

We provide regular updates to the virtual school team through regular PEP reviews for LAC learners.

## 7. Reporting

Our current plan and previous annual review can be accessed on the website – [www.ttapa.net](http://www.ttapa.net). These are updated in December each academic year.

In line with ICO guidance we do not publish data for cohorts of less than 10 as this risks individuals being identified and thus breaches GDPR regulations.

## 8. Monitoring Arrangements

This policy will be reviewed by headteacher, SENDCo and Designated CLA teacher annually. At every review, the policy will be approved by the Local Governing Committee

### UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	28 (Right to education)
3 (Best interests of the child)	29 (Goals of education)
18 (Parental responsibilities & state assistance)	31 (Leisure, play and culture)
20 (Child unable to live with their family)	

