



Three Towers

An Alternative Provision Academy

Expanding Horizons

Pupil Premium Strategy

Adopted: September 2021

Review: annually

1. Legislation & Guidance

This strategy is based on the <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020> 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](#)

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** - 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 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.

In 2020/21 financial year, schools received £1345 for every primary aged learner and £955 for every secondary aged learner who met the criteria. The level of funding for a looked after child – Pupil Premium Plus (PP+) – is £2345 per year. Locally not all of this is devolved to schools and the local authority retain some to fund their virtual schools work.

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 Three Towers 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;
- risk of and exposure to child exploitation – criminal and sexual exploitation;
- criminal offending including illegal recreational drug and alcohol misuse;
- diagnosed medical needs.

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 recommendations 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 (£2345) 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

At Three Towers, 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.

In addition, the make 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

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.

Our current plan and previous annual review can be accessed below.