



**Inspiring Futures
Through Learning**

Pupil Premium

September 2021 to September 2022

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

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Policy name:	IFtL Pupil Premium Policy
Version:	V4
Date relevant from:	September 2021
Date to be reviewed:	September 2022 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL Pupil Support Specialist Advisor
Statutory (Y/N):	Y
Published on website*:	1A

Policy level**:	1 (PP statement for each school)
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	31 st August 2021

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

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Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We use Pupil Premium funding effectively to raise the attainment of disadvantaged pupils of all abilities and minimise any barriers that are impacting on their progress.

Aspirations

We strive to promote and create environments in which we close the gap between disadvantaged pupils and their peers, ensuring accelerated progress. We also aim to ensure we use funding effectively and purposely to offer exciting, innovative provision that has the maximum impact on the pupils within our schools.

Core Values

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

The Curriculum Impact for all children, including those who may be disadvantaged is: - that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;

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- Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;

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- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

Success indicators

All schools within the trust will implement the following indicators:

- 1) We use a range of whole school, small group and individual provision to ensure the specific needs of our disadvantaged pupils may be met.
- 2) Our schools all publish a comprehensive strategy report for their current and previous academic year as well as a broader 3-year plan, detailing the barriers they are facing, how funding has been spent and the specific impact it has had on their disadvantaged pupils in order to produce best practice moving forward.
- 3) Our schools publish a comprehensive strategy report for their spending of PE and Sport Premium funding evaluating the effectiveness of the impact and using this to produce best practice moving forward.
- 4) Disadvantaged pupils thrive in our schools when considering the development of the whole child.
- 5) Provision is constantly reviewed, and the effectiveness measured in order to ensure that it is always improving outcomes for our pupils.
- 6) The gap between the attainment of disadvantaged pupils compared to their peers will be reduced and disadvantaged pupils will be making accelerated progress.

Pupil Premium Funding

For the academic year 2021-2022, each school will receive £1345 (updated for each child registered as eligible for free school meals at any point in the last six years for children in reception class to Year 6. Each school also receives £2345 for each child that has left Local

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Authority care because of adoption, special guardianship order, child arrangements order or residence order.

Each of the schools in our trust then decide how the funding will be spent within their school to best impact their children and remove the barriers that the specific school faces. The funding is always used for its intended purpose and directly benefits all our disadvantaged pupils, regardless of ability. Details of their funding amounts and a full report of how this has been spent is available on each school's website.

Service Pupil Premium

Service Premium may also be funding that is received by some of our schools to assist in the additional pastoral support that pupils may need. This academic year the funding is for £310 per service child who meets the eligibility criteria. Even though separate to Pupil Premium Funding and protected to have a direct impact on the individual pupil, our schools still plan and monitor and evaluate its use for impact in the same way.

Sports Premium

Our IFtL schools also may receive Sports Premium funding to make additional and sustainable improvements to the quality of PE and Sports they offer. In the same way of Pupil Premium funding, a report is published on each school's website detailing the amount of funding received, how it has been spent, a detailed measure of impact on pupil's PE and sport participation and attainment as well as the sustainability of these improvements.

Barriers to Educational Achievement

All our schools are aware that the disadvantaged pupils within their schools may face different barriers to their learning which may stem from home circumstances, gaps in their learning, attendance, undiagnosed special needs, exclusion, or their social and emotional wellbeing. Our IFtL schools identify any underlying issue and use the funding to remove this barrier alongside raising their educational attainment.

Provision

All of our staff within our schools are empowered to be accountable for the progress of the disadvantaged pupils within their care. This ensures a whole school as well as a whole trust approach to supporting our disadvantaged pupils. Each of our schools may offer slightly

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different provision in their use of the pupil premium funding as it is bespoke to the needs of the pupils in their school and also the barriers that those pupils are facing. In every school, however, the provision will be planned, encompass a whole school and a personalised approach if required and be directly related to the outcomes it is set to achieve. Quality first teaching is key as the first step for additional provision to then be built upon.

Evaluation and Impact

In order to create centres of excellence for our pupils, IFtL understands the importance of continual evaluation and review as well as research into new initiatives and ideas. Our schools therefore use a range of data to evaluate the effectiveness of their pupil premium provision to ensure that the approach offers the most impact. Impact on our disadvantaged pupils will be measured in terms of their personal growth as well as through academic attainment in order to improve outcomes for the child's development as a whole.

All of our schools will measure the impact of their provision and detail this within their Pupil Premium Strategy for the current and previous academic year, which will be published on their websites. Each year the effectiveness of the funding will be evaluated allowing for an ongoing development of best practice to emerge in response to the needs of the cohorts of disadvantaged pupils within the schools. Schools will also consider which of their provision have the most impact on their pupils and evaluate this alongside financial costs, ensuring value for money.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp, Sue Martin or Sarah Bennett; within TMA ITTP, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership and Northamptonshire Safeguarding Children Partnership requirements, including the Milton Keynes and Northamptonshire Whistleblowing Policy and procedures.

Appendix 1 – IFtL Pupil Premium Statement Template

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N Primary School

Pupil Premium Strategy Statement 2021 to 2024

Insert vision statement here

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1.0 Our School Ethos for Pupil Premium

Insert text here

2.0 School Contextual Overview

School Name	N Primary School		
Academic Year	2021 to 2022	2022 to 2023	2023 to 2024
Number of Pupils in school			
Number and Proportion of disadvantaged pupils			
Total Pupil premium allocation (£)			
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by			
Pupil Premium lead			

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Governor Pupil Premium lead			
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3.0 Strategic Vision: Long Term Desired Priority and Outcomes		
Three-year Priorities:	End of three Year outcomes:	Link(s) to SDP:
Planned Impact/ Targets Towards Long Term Outcomes 2021-2022		
Planned Impact/ Targets Towards Long Term Outcomes 2022-2023		
Planned Impact/ Targets Towards Long Term Outcomes 2023-2024		
4.0 Pupil Outcomes		

Disadvantaged Progress Scores				
		2019 (last year of reported data)	2022	2023
End of KS2	Reading			
	Writing			
	Maths			

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Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2022			2023		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS2	Combined	Expected									
		Greater Depth									
	Reading	Expected									
		Greater Depth									
	Writing	Expected									
		Greater Depth									
	Maths	Expected									
		Greater Depth									

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Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS1	Reading	Expected									
		Greater Depth									
	Writing	Expected									
		Greater Depth									
	Maths	Expected									
		Greater Depth									
	Phonics Year 2										
End of Year 1	Phonics Year 1										
End of EYFS	GLD										

2021 to 2022:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022

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How is the funding used?

Insert text here

What support do we offer?

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- .

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- .

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- .

6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022

6.1 Research – led evidence and rationale for approaches

- .
- .
- .

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6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
		•		
Projected spending				

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
		•		

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Projected spending				

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
		•		
Projected spending				

2021 to 2022 Total Projected spend:	
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7.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?

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