

Pupil Premium Policy

Aim of the Academy

To provide unique and enriching opportunities for all.

Principles

The Government provides statutory requirements regarding 'pupil premium' funding. This funding is provided to raise the attainment of disadvantaged students and diminish differences between them and their peers. This policy provides clarification on how we utilise the funding to ensure the greatest impact on student performance and their cultural capital.

Statutory requirements

The Government believes that the Pupil Premium, which is additional to main funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

Pupil Premium has been allocated to schools/academies and is clearly identifiable in their budget. It is for them to decide how the Pupil Premium, allocated to schools per FSM student, is spent, "since they are best placed to assess what additional provision should be made for the individual students within their responsibility." (DFE 2012)

Schools/academies are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support students from low-income families.

The level of the premium in 2016-17 is £935 per student for students eligible for free school meals (FSM) and for students in care, who have been continuously looked after for six months and those adopted from care, the rate is £1900. In addition, children of service personnel are allocated £300.

Identification of students

Ever 6

The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. The Pupil Premium for 2016-2017 will include students on the January 2016 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2016. For the purposes of these grants conditions, "Ever 6 FSM" means those students recorded on the January 2016 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since Summer 2010, including the January 2016 School Census. Each student will only be counted once.

Children adopted from care

The Pupil Premium for 2014-2015 will include those students recorded on the January 2016 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). To enable your child's academy to claim the Pupil Premium, you will need to inform the academy about your child and provide supporting evidence, for example, show the academy a photocopy of the original Adoption (Court) Order with

sensitive information concealed, eg the names of the birth parents. You will need to self-declare for us to complete the annual School Census. This will then trigger the payment of the Pupil Premium to the academy.

Ever 5 Service child

For the purposes of these grant conditions, “Ever 5 Service Child” means a student recorded on the January 2014 census who was eligible for the Service Child premium in 2011-2012, 2012-2013 or 2013- 2014, 2014-2015 as well as those recorded as a Service Child for the first time on the January 2016 Census

Purpose

- ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose
- be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of ‘low ability’ because of their social circumstances
- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the academy and governing body
- ensure that progress for more able students in receipt of the Pupil Premium is monitored as a particular priority
- recognise the fact that disadvantaged are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take this group and individual needs fully into account
- use high quality teaching and learning as the preferred way to diminish differences in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way
- use the Pupil Premium for all groups not just those taking examinations at the end of the year

Leadership and Management

Leadership should:

- ensure the implementation of this policy
- create an action plan to support our disadvantaged students to succeed
- raise the profile of disadvantaged students across the academy by providing key information to staff
- take responsibility for monitoring in detail the progress made by students and ensuring that every opportunity is taken to ensure that differences between advantaged and disadvantaged students of all abilities is diminished
- it will be the responsibility of the Director in charge of pupil premium to provide relevant information in the termly monitoring and evaluation report for Governors
- provide a policy and an action plan on our website
- all disadvantaged students will be interviewed to establish any barriers to learning
- will ensure progress is made towards diminishing attainment differences, by individuals and groups, for disadvantaged students and an outline of the provision that has been made since the last termly report including an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

Teaching and Support staff should:

- know which students are disadvantaged
- maintain the highest expectations of all students and not equate disadvantage of circumstance with ‘low ability’
- promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that differences in attainment between disadvantaged students and the whole student cohort can be diminished and improvements maintained

- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind, keep up-to-date with teaching strategies and research, which have proven track record in diminishing differences in attainment and achievement
- provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and diminish differences between groups

Governing Body should:

- ensure our academy complies with legislation and that this policy, along with its specific stated actions, is implemented
- regularly review our work in diminishing differences in attainment and achievement so that they can monitor the use of the Pupil Premium. In monitoring and evaluating our work the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact
- at the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of diminishing differences between disadvantaged and other students in our academy and the impact this has had

Teaching and Learning

- all staff recognise and accept that the vast majority of students' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for improving teaching and learning through regular CPD sessions. Staff training should be focused on this core area accordingly
- the whole academy focus on ensuring that all day-to-day teaching meets the needs of each learner will be maintained, to ensure that interventions do not compensate for teaching that is less than good
- there must be a systematic focus on giving students clear, useful feedback about their work, and how they could improve it
- all staff are expected to intervene when a disadvantaged student does not meet the necessary progression

Here are examples of strategies used to intervene (this is not an exhaustive list)

Intervention – within lessons

- mark all disadvantaged books first and make sure they respond fully to the marking in reflection time
- mark all disadvantaged tests first and provide disadvantaged student with a comprehensive PLC
- ensure all disadvantaged students are asked at least one question in each lesson. Probe and prompt their answers to questions to stretch and develop their knowledge.
- ask them to develop other student's responses
- use to present or demonstrate work
- give them opportunities to read out loud, speak out, be involved and a valued members of the class
- raise their aspirations. Acknowledge and reward students actively in the lesson and follow up by contacting home
- expect high quality presentation in books. Ensure all work is completed in books (including worksheets)
- do not except lack of homework. If they can't access the homework, talk to them about ways you can support
- sit disadvantaged students next to a positive learning role model and provide them with supportive moments where you aim to raise self-esteem and encourage a growth mind set. If they can't do something, they can't do it 'yet'
- special education needs (SEND) – know your student. How do they learn best? Arrange a consultation meeting with the SENCO. Understand their profile for next steps

Support outside of lessons

- the relevant Raising Standards Leader (RSL) will track and monitor the progress of their disadvantaged students, if any external support is necessary they will arrange and discuss with the relevant Head of Faculty (HOF)
- barriers to learning are identified by the RSLs and support is put in place to remove these. Evaluate progress
- intervention is provided to any disadvantaged student once the teacher has exhausted all within classroom options
- all year 7 and 8 disadvantaged students should complete a minimum of one AR quiz per half term.
- key disadvantaged borderline students in Year 11 are removed from HTT for additional Maths or Science support
- resources are provided, when requested, for all disadvantaged students to ensure they are able to complete a course successfully
- enrichment activities/Trips are subsidised, in some cases fully, to engage the disadvantaged student and to raise their cultural capital

Resources/Support for staff

- SIMs and Mintclass are tools that support the identification of disadvantaged students and provide further information regarding their abilities and performance
- Teaching and Learning strategies are provided for staff to use
- given opportunities to share good practice
- receive feedback regarding any quality assurance completed on their disadvantaged students
- TAs are provided with CPD time. At least one workshop for all TAs (In house or external)

Whole Academy expectations

- 100% of KS3 disadvantaged students to take part in an extra-curricular activity, attendance and feedback to be collated
- all underperforming disadvantaged students to receive mentoring from a member of the leadership. Disadvantaged parents can select their time slot which best suits their work balance. If necessary transport to be financed
- all disadvantaged students on less than 95% attendance to be on report to their HOH
- Any disadvantaged student who receives 2 on calls in a week to be put on RSL report
- All Year 7 disadvantaged parents to be contacted directly about parents evening. If disadvantaged students' parents can't attend parents evening then a meeting with the RSL will be organised. The disadvantaged parent can select their time slot which best suits their work balance
- Additional motivational assemblies for disadvantaged students
- Quality assurance will be completed once a fortnight by directorate and weekly by HOFs, the focus should be disadvantaged students for the half term

Additional provisions

Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. All staff take responsibility for determining the additional resources that students need in order to achieve well.

Provisions draw on research evidence, including The Sutton Trust Toolkit, to ensure that funding is allocated to the activities that are most likely to have an impact on improving achievement

The Academy provides well-targeted support to improve attendance, behaviour and links with families where these are barriers to a student's learning

The full range of educational experiences: Support is given to ensure that all students have full access to broad educational experiences, including residential courses, competing in sporting events and enrichment events

Good facilities for supported self-study: Students are provided with before and after hours provision to enable supported self-study. Computer equipment, teaching support and refreshments are provided.

Strong Careers Education, Information, Advice and Guidance (CEIAG)

To ensure that disadvantaged students can make informed decisions about their courses and choices and be well prepared for their future lives beyond 16, the academy offers very high quality CEIAG. Careers advice and experiences are carefully mapped and recorded for all disadvantaged students. In addition, disadvantaged students are entitled to:

- At least one work experience placement
- Work-related learning activities
- Access to vocational courses
- One-to-one guidance interviews from Futures
- Mock interviews
- A careers fair
- Post-16 information sessions.

Professional Development

- Support staff, particularly LSAs, must be highly trained and understand their role in helping students achieve
- Staff should know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- A clear and robust performance management system is in place for all teaching and LSA staff, and include discussions about students eligible for the Pupil Premium in performance management meetings

Governors

Governors are involved in setting the strategic direction, decision making and the monitoring and evaluation process. There is a named Governor with oversight for the Pupil Premium.

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