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Pupil Premium Policy

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POLICY STATEMENT

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students' needs but using approaches that aligns with the EEF's evidence-informed tiered approach,

- developing high-quality teaching
- providing targeted academic support
- tackling non-academic barriers to academic success

From academic year 2020 to 2021 schools must publish the Pupil Premium Strategy Statement using the DfE template, rather than their own templates. The new template also has reference to research evidence from sources including the Education Endowment Foundation's (EEF) toolkit.

For the academic year 2025-2026 this will include the Pupil Premium Strategy Statement which is part of a three-year plan.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools based on the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as "Ever 6 FSM"). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The amount of funding for each secondary school child eligible for ever 6 is £1,100 for 2026-27 for Children of service personnel receive a lower amount of £360.

Pupil Premium funding is also available for Looked After Children. The Academy will apply for additional funding for the students to the Virtual School's Principal, this is £2,690, this will also include Post LAC from the most recent census. The Academy will cost all additional resources or intervention required for Looked After Children and an application will be made termly for the funding to be allocated through the PEP process.

We receive no funding for pupils eligible for the Extended Free School Meals.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on ensuring pupil premium students make as much progress as their peers.

As an Academy in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to remove the achievement

gaps of our students. The academy continues to track such internally to capture the achievement, attendance and behaviour of disadvantaged students covered by the Pupil Premium.

We are aware that under The Conditions of Grant, the Secretary of State require that the plan must be on the DFE template and displayed on our website. The DfE template is designed develop our strategy effectively and efficiently.

This is long term approach, and the strategy is a three-year plan, it focuses on the controllable challenges that are having the most significant adverse impact on disadvantages pupils. The model is a three-tiered model which focuses on:

- Developing high quality teaching
- targeted academic support and intervention
- wider strategies such as tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

We are required to share our pupil premium spending strategy on our Academy website, using the DFE template by December 31st of each year. The three-year strategy plan is reviewed, and an updated statement published each year.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our Academy is used for the intended purpose. We also recognise that the notional SEN funding has an element of deprivation funding included in it to address the attainment of our disadvantaged students. However, in providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

- Use the latest evidence-based research on proven strategies which work to ensure disadvantaged students achieve highly and adapt these as necessary to meet the needs of our students.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents, and carers play in the lives of their children. There is a section on school's website which gives parents/carers advice and information on Pupil Premium. There is also a link on there to help parents/ carers find out and apply for FSM for their child/ren.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being 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. Promote RADY (Raising Achievement of Disadvantaged Youngsters) across all areas of the academy
- Recognise the fact that Pupil Premium students are not a homogenous group and cover a wide range of needs including high attainers. As such the strategies we use to raise attainment will take these groups and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to remove gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with staff, governors, parents, and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our Academy.

In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also considered current best practice, which places a strong focus on improving the learning and progress of different groups and ensuring our Pupil Premium students make as much progress if not more than their peers.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to close the gaps in attainment and achievement for our disadvantaged students, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school website and newsletters.

There will also be references to disadvantaged students in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving the school governors, the whole staff, and the Academy Leadership Team.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and Governors to be committed to raising standards and narrowing the attainment gaps for our students. We have a designated member of the senior leadership team with responsibility for the Pupil Premium within the Academy

The Principal and Academy Leadership Team

The Principal of the Academy has overall responsibility for implementing this policy and will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. The relevant SLT members will also ensure that staff are given appropriate support and

relevant professional development opportunities to accelerate students' progress and attainment. Through quality assurance arrangements, they will make sure RADY is as a priority area of focus for the Academy.

It will be the responsibility of the Principal, SLT leads and the Finance/Business Director to include the following information in reports for governors and the school improvement board:

- the progress made towards ensuring disadvantaged students achieve highly
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of progress made by pupils receiving particular provision, when compared with other forms of support

The SLT Lead for Pupil Premium will have day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes, supported by the Data Manager who will provide the analysis of any achievement gaps.

The Finance/Business Director will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding and will also check to see that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- deliver excellent lessons, lesson by lesson, day by day, so every pupil can achieve highly regardless of any barriers,
- ensure feedback, and checking of understanding in lessons is lessons is used regularly,
- Have high expectations of literacy including reading, writing, and spoken language int he classroom,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, long term memory, knowledge retrieval, and improvements maintained,
- support disadvantaged groups of students in their class through equity in teaching, including those who find aspects of learning difficult and are in danger of falling behind and high ability who require stretch and challenge,
- use data regularly to inform planning and teaching; in addition to this to trigger off interventions for those students who are not keeping up with their peers academically,

- keep up to date with teaching strategies and research, which are evidence based, showing success of narrowing the gaps in attainment and achievement,
- raise students' aspirations through assemblies, tutor time intervention and visits to higher education faculties, other strategies to promote cultural capital

We will provide CPD for staff to ensure they are delivering a broad ambitious curriculum for all students with quality teaching which promotes fluency and deep learning.

Local Governing Body

Our Local Governing Body has a significant role in ensuring our school complies with legislation and that the policy, along with its specific stated actions for narrowing the gaps is implemented.

A committee of the Governing Body is responsible for ensuring the implementation of this policy.

Our Local Governing Body will keep our work in narrowing the gaps under review so that they can monitor the use of Pupil Premium. In monitoring and evaluating the work of the school, in relation to the Pupil Premium, the governing body will consider 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 our DfE pupil premium strategy statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had on student outcomes.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps, using the Pupil Trackers to monitor the effectives of interventions etc. This will allow us to adjust if strategies are not working well, rather than leaving things to the end of the year. Additionally, it allows us to share good practice as an academy across and between staff.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the school is having in ensuring disadvantage students make as much or more progress than their peers. It will also take into consideration the increased funding that becomes available under the Pupil Premium.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake on-going evaluations of the strategies we are using, and link to evidence outlined in the Education Endowment Foundation.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request)
- in the staff handbook and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium. The link for parents to identify their children as Pupil Premium is accessible through the school website.