

## Perry Court E-ACT Academy Pupil Premium Policy

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| <b>Department Owner</b> | Operations (National)                 |
| <b>Section Owner</b>    | Education                             |
| <b>Approver</b>         | E-ACT Education & Personnel Committee |
| <b>Date Approved</b>    | July 2015                             |
| <b>Review Date</b>      | Term 1 2017-18                        |

## **Pupil Premium Policy**

### **1. Introduction**

1.1 The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6')
- looked after continuously for more than six months, or
- within families who work in the armed forces.

1.2 The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

1.3 The 2017/18 rate of payment will be:

- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
- £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
- £300 per service child or Ever 3 service child.

1.4 The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

1.5 Ofsted inspections report on how schools' use of the funding affects:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

### **2. Key Principles**

Greenfield Academy has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

### **3. Making decisions regarding the use of Pupil Premium**

3.1 When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.

3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

3.4 We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:

- Use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
- Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
- Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
- Use high quality teaching and learning as the preferred way to narrow the 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

### **4. 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 pupils

#### **4.1 The Head Teacher and Senior Leadership Team**

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<sup>1</sup> Such as The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20<sup>th</sup> September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest on 11<sup>th</sup> February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-arespending-funding-successfully-maximise-achievement> are examples of the research evidence and case studies of best practise which we use.

4.1.1 The Head Teacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Head Teacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

4.1.2 It will be the responsibility of the Head Teacher to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

## **4.2 Teaching and Support staff**

4.2.1 Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils 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 gaps can be narrowed and improvements maintained
- Support disadvantaged groups of pupils 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 a proven track record in narrowing the gaps in attainment and achievement

4.3 We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

#### **4.4 Raising Achievement Boards, Regional Performance Boards and the Board of Trustees**

4.4.1 The Board of Trustees ultimately have an important role in ensuring our school complies with legislation and this policy, along with its specific stated actions for narrowing gaps is implemented.

4.4.2 Through the Raising Achievement Boards (RABs), Regional Performance Boards (RPBs) and Education & Personnel Committee (EPC) the Board of Trustees will:

- at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the trustees (through the RABs, RPBs and EPC) 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.
- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly, and that appropriate changes are made in a timely manner where impact is not being evidenced.
- At the end of the academic year, our Regional Education Director, through the RABs, will ensure that there is an annual statement prepared by the Head Teacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had.
- Ensure that the Head Teacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the school website (please see appendix A for a full list of the information required). 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.

#### **5. Impact**

5.1 Perry Court E-ACT Academy regularly measures the attainment and progress of all students with particular reference to all our vulnerable groups.

5.2 The Senior Leadership Group (including our Assistant Head Teacher with responsibility for this area of work), our SENCo, our Heads of Year, and our Heads of Department evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.

5.3 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.

5.4 Interventions are logged and progress is monitored to evaluate impact.

5.5 The Regional Director of Education is kept informed through regular scrutiny, challenge and support of the Head Teacher of this crucial area of work and parents can access information through the school website.

5.6 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

5.7 Our annual review will involve staff, pupils, trustees and parents and carers.

## **6. Outcomes**

6.1 Students eligible for Pupil Premium will have been identified and monitored

6.2 Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed

6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions

## **7. Disseminating the Policy**

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

- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff
- Included in the termly newsletters for parents and carers
- As a summary in the school brochure

7.2 We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

## 8. Appendix A: Reporting Pupil Premium Spending Online Checklist for Auditing your Website

| Reporting Requirements  |  |
|---|--|
| <i>Tick if your website includes Pupil Premium information for the:</i> | <i>Tick if the following detail is included:</i>   |
| <b>Current year</b> <input type="checkbox"/>                            | <input type="checkbox"/> Your Pupil Premium allocation<br><input type="checkbox"/> How you will spend the allocation<br><input type="checkbox"/> The <u>intended</u> impact of the spend on disadvantaged pupils   |
| <b>Previous year</b> <input type="checkbox"/>                           | <input type="checkbox"/> Your Pupil Premium allocation<br><input type="checkbox"/> How you spent the allocation<br><input type="checkbox"/> The <u>actual</u> impact of the spend on disadvantaged pupils  |
| Best Practice   |  |
| <i>Tick if the information is:</i>                                      | <i>Further information:</i>  |
| <b>Easy to find</b> <input type="checkbox"/>                            | The link to the Pupil Premium information should be: <ul style="list-style-type: none"> <li>• <u>Embedded</u> in no more than two drop-down menus or links from the homepage</li> <li>• Clearly labelled (e.g. 'Pupil Premium', 'Pupil Premium spending')</li> </ul> |
| <b>Itemised</b> <input type="checkbox"/>                                | Details of your Pupil Premium spend should be <u>costed</u> .  |
| <b>Measurable</b> <input type="checkbox"/>                              | Each expenditure should have <u>success criteria</u> attached to it.   |
| <b>Showing demonstrable impact</b> <input type="checkbox"/>             | The intended impact should be shown by publishing predicted or actual <u>achievement metrics</u> of the disadvantaged pupils who are receiving the Pupil Premium.  |
| <b>Tabulated</b> <input type="checkbox"/>                               | A <u>table</u> is the clearest way of presenting the information so people can see how much was spent, what it was spent on, and what the impact was.  |
| <b>Anonymised</b> <input type="checkbox"/>                              | Information does not identify staff members or pupils.   |

**Appendix B: Primary Reporting Pupil Premium: Template for RAB Monitoring**

| PROGRESS   | Reading |    |    | Writing |    |    | Maths |    |    |
|--|---------|----|----|---------|----|----|-------|----|----|
|  | T1      | T2 | T3 | T1      | T2 | T3 | T1    | T2 | T3 |
| % of <b>disadvantaged</b> pupils <u>in academy</u> making expected progress                  |         |    |    |         |    |    |       |    |    |
| % of <b>non-disadvantaged</b> pupils <u>in academy</u> making expected progress              |         |    |    |         |    |    |       |    |    |
| % of <b>non-disadvantaged</b> pupils <u>nationally</u> making expected progress              |         |    |    |         |    |    |       |    |    |
|  |         |    |    |         |    |    |       |    |    |
| % of <b>disadvantaged</b> pupils <u>in academy</u> making greater than expected progress     |         |    |    |         |    |    |       |    |    |
| % of <b>non-disadvantaged</b> pupils <u>in academy</u> making greater than expected progress |         |    |    |         |    |    |       |    |    |
| % of <b>non-disadvantaged</b> pupils <u>nationally</u> making greater than expected progress |         |    |    |         |    |    |       |    |    |

|  |  |
|--|--|
| <b>Attainment Gap</b>  |  |
| % of <b>disadvantaged</b> pupils <u>in academy</u> achieving L4+R,W,M combined     |  |
| % of <b>non-disadvantaged</b> pupils <u>in academy</u> achieving L4+R,W,M combined |  |
| % of <b>non-disadvantaged</b> pupils <u>nationally</u> achieving L4+R,W,M combined |  |



**RAB Monitoring Tool**

|  | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|--|-----------|----|----|----|----|----|----|-------|
| No. of pupils in whole class                 |           |    |    |    |    |    |    |       |
| No. of PP pupils                             |           |    |    |    |    |    |    |       |
| % of PP pupils                               |           |    |    |    |    |    |    |       |
| PP Funding                                   |           |    |    |    |    |    |    |       |
| Specific needs of PP cohort identified       |           |    |    |    |    |    |    |       |
| Specific strategies selected to address need |           |    |    |    |    |    |    |       |
| Cost of strategy                             |           |    |    |    |    |    |    |       |
| Intended Impact (Qualitative)                |           |    |    |    |    |    |    |       |
| Intended Impact (Quantitative)               |           |    |    |    |    |    |    |       |

Please refer to **Appendix A** to help evaluate impact on outcomes