



Marches Academy Trust

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Pupil Premium Policy

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1. Pupil premium

The pupil premium is additional funding which is allocated to schools on the basis of 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.

Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil premium is provided in order to support these students in reaching their potential by accelerating their progress.

2. Pupil premium Funding

The DfE has given us the freedom to use the Pupil premium as we see fit, based upon our knowledge of our student needs.

'It is for schools 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.'

However, we are accountable for the use of this additional funding.

The Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.

The pupil premium will be clearly identifiable within the budget.

Each school within the trust will publish on their own website, the spending breakdown for the current year, the breakdown for the prior year and the impact of this spending.

3. Overarching Principles

Across the Trust, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.

Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Our underlying ethos is that no difference is acceptable in all facets of school life, not just academic outcomes.

We understand that the disadvantage gap will only close with additional input, specific to this group, and so all elements of our spending will be for initiatives that pupil premium students receive above others.

As a result of the additional funding, these children will make better progress and achieve higher standards than would have been likely without it.

3.1 How we will ensure effective use of the pupil premium?

The Headteacher, in consultation with the governors and staff, will decide how the Pupil premium is spent for the benefit of the entitled students.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. For example, the Ever 6 group, no longer qualifying as Pupil premium, for example, nationally underachieves.

We understand that external measures of success will only focus on those designated as Disadvantaged – “Ever 6 FSM”.

The school will assess what additional provision should be made for the individual students and will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.

We will track the impact of the strategies put into place through the funding, using a cost against impact model to ensure that we can show the value that has been added to the education of the entitled children and will monitor, evaluate and review the success of the impact of the pupil premium funding.

3.2 How decisions regarding the use of Pupil premium will be made

We will:

- Be transparent in our reporting of how we have used the Pupil premium, so that our parents and carers, interested stakeholders and Ofsted are aware of how this additional resource has been used.
- 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.
- 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 school and governing body.
- Recognise the fact that FSM students are not a homogeneous 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 students 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.
- Use the latest evidence-based research on proven strategies which work to narrow the gap and adapt these as necessary for our students.

4. Quality First Teaching

The school will use the additional funding to promote the achievement and progress of all entitled students, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including pupil premium.

Teachers and Support Staff will:

- know the pupil premium students and be aware of their progress in the given curriculum area.
- 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 gaps can be narrowed 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
- Give priority and additional quality time on marking and feedback to pupil premium students

5. Pupil Premium Champion

A Pupil Premium Champion will be in post at each school in the trust to dedicate time to ensure that no differences exist. They will work to identify the specific and local barriers in their school and lead and monitor action plans for each one.

Each Champion will analyse their work regularly for impact, reporting annually to governors with a full cost and impact analysis. This will inform the action plan for the following year.

6. Pupil premium Dashboards

Progress Leaders will take a close monitoring role for Disadvantaged students, mentoring them and completing the "PP Dashboard" to identify personal intervention and spending needs each term.

Progress Leaders will focus on every facet of school life, including attendance and relationships with the families of PP students.

7. Reporting outcomes

Each school's pillar report, issued termly, will show the progress made towards closing the gap, by year group, for disadvantaged students.

Progress Leaders will analyse this data termly, as well as scrutinise the Attitude to Learning data each half term. As a result, intervention will be triggered where necessary.

8. Pupil premium funding for LAC students

A number of LAC students are currently educated in the trust. Each student has their Pupil Premium funding agreed within their annual Student Education Plan and this is only received by the school from the Local Authority when costed and evaluated for impact on outcomes this branch of pupil premium is ring fenced for the individual child. Examples of spending under this category are shared in the annual statement on each school's website.

Sources

- Higgins. S, (2011), Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil premium, Durham University: Durham
- Hattie, J, (2009), Visible Learning – A synthesis of over 800 Meta-Analyses relating to Achievement, Routledge: London
- DFE website
<http://www.education.gov.uk/schools/student-support/premium/a0076063/student-premium-what-you-need-to-know> (Retrieved 11th August 2012)
- FFT Briefing, November 2016. Heidi Leung, Senior education Advisor & Stephen Turp, Principal Education Advisor