

AIM HIGH ACADEMY TRUST



PUPIL PREMIUM POLICY

Date of approval	24.1.17
Date of review	Spring Term 2019
Signed:	Chair of Trust
Signed:	CEO

Introduction

The Pupil Premium is additional funding which is allocated to schools/academies on the basis of the number of pupils 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 for 1 day or more, been adopted from care on, or after, 30th December 2005 or left care under a special guardianship order or a residence order.

The Pupil Premium also provides funds for the children of service personnel, known as a Service Premium.

This policy is written with reference to:

- The Pupil Premium, Ofsted, 2012
- Pupil Premium - what you need to know, DfE, 2012
- The Pupil Premium: how schools are spending the funding successfully to maximize achievement, Ofsted, 2013.
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted, 2013
- The Pupil Premium: Analysis and challenge tools for schools, Ofsted, 2013
- School Inspection Handbook, Ofsted
- The Framework for School Inspection, Ofsted

And must be read in conjunction with:

- Pupil Premium Report - Newbottle Primary Academy
- Pupil Premium Report - Dubmire Primary Academy
- Pupil Premium Report - Gillas Lane Primary Academy

1.0 Purpose of the Pupil Premium Policy

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on each of the academies website.

Section 9 of this regulation requires schools/academies to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year;

details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

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, will not be identified.

2.0 How we will make decisions regarding the use of the Pupil Premium

The DfE has given each school/academy the freedom to use the Pupil Premium as we see fit, based upon their knowledge of pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, the Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our Trust is used solely for its intended purpose;
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils;
- Be transparent in our reporting of how we 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;
- 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;
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the Trust and each Local Governing Committee (LGC);
- Recognise the fact that FSM pupils are not an 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, whilst also recognising the importance of developing the whole child through identifying and intervening with their social and emotional development where necessary;
- 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.

3.0 Roles and Responsibilities

We expect all members of our Trust Community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

3.1 The Head Teachers and Leadership Teams

The Head Teachers within the Trust and their Leadership Teams are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. The Head Teacher will identify a Pupil Premium representative in their academy who will be the named lead professional for Pupil Premium.

It will be the responsibility of each Head Teacher to report to their LGC at regular intervals during the academic year. This may vary within Trust academies but will be in line with each academy's Governor reporting timetable. An annual report will be submitted to the Board of Directors.

3.2 Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances 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 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 proven track record in narrowing the gaps in attainment and achievement.

The Trust will 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 pupils and narrow the gaps.

3.3 Governing body

Each LGC has an important role in ensuring their academy complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Each academy within the Trust will have a named Governor who is responsible for ensuring the implementation of this policy.

In monitoring and evaluating the work of the academy in relation to the Pupil Premium, the LGCs 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, LGCs will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their academy and the impact this has had, in line with The School Information (England) (Amendment) Regulations 2012, Schedule 4, Section 9.

4.0 Monitoring and Reviewing the Policy

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. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

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

The Trust recognises 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 ongoing evaluations of the strategies we are using. The annual review will involve staff, pupils, governors and parents and carers.

5.0 Communication of Policy

This policy (and associated procedures) must be published at least once each year to all parents and staff, as well as other stakeholders where necessary.