



Pupil premium policy

This will be reviewed annually by the strategic development committee of the governing body.

Date of last review: Summer 2019

Date of next review: Summer 2020

1 Introduction

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 they are or have been:

- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6');
- looked after children (LAC) defined in the Children Act 1989 as one who is in care of, or provided with accommodation by, an English local authority;
- within families who work in the armed forces.

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.

The 2018/2019 rate of payment will be:

- £935 per FSM or Ever 6 FSM pupil in year 7-11;
- £2,300 per looked-after child defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority;
- £2,300 children who have ceased to be looked after by a local authority in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
- £300 per service child or Ever 3 service child.

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need and Ofsted inspections will pass comment 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

Carlton le Willows 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

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

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. 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 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 KS4 / KS5.

4 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.

The Headteacher 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;
- ensure one senior leader has an overview of the range of activity being undertaken and understands what is working well across the school;
- 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;
- continue to identify resources to reduce the exclusion rate of disadvantaged students, maintaining a threshold which is lower than the National Average and aspiring to be at least in line with all pupils in 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 Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used, including external verification from a link HMI trained education consultant.

Deputy Headteacher 'Championing Disadvantaged Students @ KS3'

- use disadvantaged as a key indicator in the design of form groups and class groups, underlining this policy with all HODs;
- coordinate the range of intervention and support activity being undertaken by different departments; adopting whole school approaches where appropriate to form a coherent, consistent package of support for disadvantaged students;
- ensure middle leaders use data and other monitoring evidence more effectively; targeting and intervening promptly when it is clear that disadvantaged students are not making sufficient progress;
- spreading disadvantaged pupils more equitably in tutor, form and house groups by using available information prior to starting at the academy;
- sharpen the school's pupil premium strategy evaluation to better demonstrate impact.

Teaching and Support staff

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability';
- ensure all teachers have high and consistent expectations of what disadvantaged students can achieve and that the lowest sets are not always taught by the most inexperienced or less effective teachers;
- provide training and support for all staff about meeting the unique and specific needs of looked after children;
- providing regular information to parents and families about how they can support their child in school;
- applying 'positive discrimination' techniques in lessons; targeting disadvantaged student more frequently than other students;
- further increase and develop students' literacy and vocabulary skills in all subjects
- provide facilities and provision to complete homework in a focused and concentrated way;
- 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.

At the beginning of the academic year, the Headteacher through the appraisal of the Deputy Headteacher, will ensure that there is an annual statement 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. In addition, it will be the responsibility of the Deputy Headteacher to include the following information in a report for the headteacher as follows:

- 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.