



Pupil Premium Policy

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| Policy reviewed by Academy Transformation Trust | Mar 16 |
| This policy links to: | |
| <ul style="list-style-type: none">• Complaints Procedure | |

REVIEW DATE: Mar 2017



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

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1 Principles

- 1.1 Below are The Trust principles regarding the use and deployment of the additional resources allocated through Pupil Premium.
- 1.2 ATT will ensure that teaching and learning opportunities meet the needs of all pupils.
- 1.3 ATT will make sure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of socially disadvantaged pupils are assessed and addressed in a timely manner.
- 1.4 In making provision for socially disadvantaged pupils, it is recognised that not all pupils who receive free school meals, are looked after, or are Armed Forces children, will be socially disadvantaged.
- 1.5 ATT recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. ATT reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the academy has legitimately identified as being socially disadvantaged.
- 1.6 Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- 1.7 Pupil Premium resources will also be used to target higher attaining pupils eligible for Pupil Premium.
- 1.8 **The range of provision** the Governors may consider include:
 - Quality first teaching, including using the Sutton Trust toolkit which summarises evidence on improving teaching and learning.
www.suttontrust.com
 - reducing class sizes thus improving opportunities for accelerating progress
 - providing small group work with an experienced teacher focusing on overcoming gaps in learning
 - 1-1 or small group tuition/support
 - additional teaching and learning opportunities provided through learning mentors, learning support assistants, external agencies and educational visits
 - providing training for staff to deliver targeted interventions
 - acquiring resources aimed at raising standards.

2 Identification of pupils

- The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. The Pupil Premium for 2016-2017

will include pupils on the January 2016 School Census known to have been eligible for FSM in any of the previous six years, as well as those first known to be eligible at January 2014.

- **EVER 6** - For the purposes of these grants conditions, “Ever 6 FSM” means those pupils recorded on the January 2014 School Census who were recorded as known to be eligible for FSM on any of the termly censuses since Summer 2010, including the January 2016 School Census. Each pupil will only be counted once.
- **Early Years Pupil Premium (EYPP)** was introduced in April 2015. Children aged between three and four years old who attend state funded Early Years provision are eligible for the EYPP if their family is in receipt of income support, job seekers allowance, working tax credit, universal credit or other income related allowance. They may also be eligible if they receive support under part VI of the Immigration and Asylum Act 1999. Children in care or adopted from care in England and Wales or have left care under a special guardianship or residence order will also be eligible.
- **Children adopted from care** - The Pupil Premium for 2016-2017 will include those pupils recorded on the January 2016 School Census who were looked after immediately before being adopted on or after 30 December 2007, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). To enable your child’s academy to claim the Pupil Premium, you will need to inform the academy about your child and provide supporting evidence, for example, show the academy a photocopy of the original Adoption (Court) Order with sensitive information concealed, e.g. the names of the birth parents. You will need to self-declare for us to complete the annual School Census. This will then trigger the payment of the Pupil Premium to the school.
- **Ever 4 Service child** - For the purposes of these grant conditions, “Ever 4 Service Child” means a pupil recorded on the January 2016 census who was eligible for the Service Child premium in 2013-2014, 2014-2015 or 2015-2016, as well as those recorded as a Service Child for the first time on the January 2016 Census.

3 Accountability

2.1 The Government and The Trust believe that Principals and senior leaders should decide how to use the Pupil Premium. All staff are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the Pupil Premium statement schools have to publish online.

2.2 All members of staff and Governors accept the responsibility for “socially disadvantaged” pupils and are committed to meeting their pastoral, social and academic needs in a caring environment. This is an essential integral part of the spiritual, moral and social development of the whole school community.

- 2.3 As with every child in our care, a child who is deemed to be “socially disadvantaged” is valued, respected and entitled to develop to his/her true potential, irrespective of need.

4 Reporting

- 4.1 It is the responsibility of the Principal and senior leaders to produce regular reports (at least termly) for Governors on:
- the progress made towards closing the gap, by year group, for socially disadvantaged pupils
 - an outline of the provision and the impact of this since the last report to Governors
 - an evaluation of the cost effectiveness, in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

5 Appeal

- 5.1 Any appeals against this policy will be through the Complaints Procedure.