



Pupil Premium Policy

Policy reviewed by Academy Transformation Trust	Nov 18
This policy links to:	
<ul style="list-style-type: none">• Complaints Procedure	

REVIEW DATE: Nov 2019



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 2018 – 2019 will include pupils on the January 2017 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 2018
- **EVER 6** - The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.
- **Children adopted from care** - The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.
- **Ever 6 Service child** For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.
- **Looked after Children (LAC)** DfE will allocate to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2017 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2016. DfE will update and finalise this allocation in December 2018 based on the number of children looked after for at least one day during the year ending March 2018, as recorded in the March 2018 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2017. This update may have an impact on some schools' allocations as set out in para 7 above.
- The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.
- The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.
- Local authorities may not carry forward funding held centrally into the financial year 2018 to 2019. Centrally-held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March 2019 will be recovered.

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.