



Pupil Premium Policy

Last reviewed: September 2021

This document applies to all schools and operations of the Vale Academy Trust: www.vale-academy.org

Document Control			
Review period	12 Months	Next review	September 2022
Owner	Lead for Pupil Support	Approver	Board of Directors
Category	Public	Type	Global

In this document, 'parent' means parent, carer and other adults with parental responsibility.

Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.'

Sutton Trust, 2014

The Pupil Premium is additional funding allocated to schools by means of a specific grant, based on number of pupils in the school who are registered as eligible for Free School Meals at any point over the last six years (known as 'Ever 6 FSM'), Looked After Children or children whose parents are currently serving in the Armed Forces.

The Pupil Premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

This policy is linked to:

- The Teaching and Learning Policy of each school within the Vale Academy Trust (the 'Trust')
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy

And is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- [Pupil Premium guidance from the DfE \(updated June 2021\), Ofsted and the ESFA](#)
- [Education Endowment Foundation Tool Kit](#)
- [Unseen Children: Access and Achievement 20 years on, Ofsted](#)
- [The Pupil Premium: Analysis and challenge tools for schools](#)
- [School Inspection Handbook, Ofsted](#)

1.0 Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals, Looked After or who have parents currently serving in the Armed Forces.
- To reduce the gap in the achievement of eligible pupils and their peers.
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement.
- To promote progression of eligible pupils to Further Education and the development of their personal and social skills.
- To support the mission, vision and values of the Trust and its establishments.

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 communities 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.

Through this policy, we shall publish on school websites specific Pupil Premium information; amount of school allocation, plans for spending and evaluation of previous year's spending.

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

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 Trust schools 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 have 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 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 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 each school and each Local Governing Body (LGB).
- Recognise the fact that FSM pupils 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, 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.

The Trust recognises that not all pupils who are eligible for pupil premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for pupil premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under achievement is evident.

3.0 Roles and Responsibilities

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

3.1 The Headteachers and Leadership Teams

The Headteachers of the schools 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. Each Headteacher will identify a Pupil Premium representative in their school who will be the named lead professional for Pupil Premium.

It will be the responsibility of each Headteacher to report to their LGB at regular intervals during the academic year, and each year submit a full report.

3.2 Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver a curriculum 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 proven success 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 Local Governing Body (LGB)

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

Each LGB will have a named Governor who is responsible for ensuring the implementation of this policy in their school.

In monitoring and evaluating the work of the school in relation to the Pupil Premium, the LGBs will take into account a range of information, including quantitative data (data on progress and attainment) and qualitative data (case studies, views, surveys etc.) as evidence of impact.

At the end of the academic year, LGBs will ensure that there is an annual statement published on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their school and the impact this has had.

The following link is to DfE statutory templates which must be used by Trust schools to publish Pupil Premium information:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template>

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 adjustments to be made 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 school 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.

Through their own pupil premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen pupil premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and, once approved, placed on the school website.

5.0 Communication of Policy

This policy must be made available on the Trust and all school websites.