



# **The Castle Partnership Trust**

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## **PUPIL PREMIUM POLICY**

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This document details the Trust's approach to managing the Pupil Premium (the policy) and the use of available resources.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students' 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, we are accountable for the use of this additional funding.

## **THE PUPIL PREMIUM**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students 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 continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals; the figure is now £935. Children of service personnel receive £300 and Children in care attract a further £1,900.

## **PURPOSE OF THE PUPIL PREMIUM POLICY**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the differences which currently exist between our disadvantaged students and their peers.

As a school 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 students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students 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 a school's website.

For the current academic year we will publish: (based on the guidelines on gov.uk)

- how much pupil premium funding we received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children our school face
- how we will use our pupil premium funding to overcome these barriers and the reasons for the approach we've chosen
- how we will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, we will publish details of:

- how we spent our pupil premium funding

- the effect that the pupil premium had on pupils

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 cannot be identified.

## **HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used 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 students.
- Use the latest evidence based research<sup>1</sup> on proven strategies which work to raise achievement of students and adapt these as necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents and interested stakeholders 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 students 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 school and governing body.
- Recognise the fact that FSM students 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 Quality- First teaching and learning as the preferred way to raise achievement in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students 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.

## **DEVELOPMENT OF THE POLICY**

This policy has been developed in consultation with our students, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act.

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<sup>1</sup> Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' [www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement) are examples of the research evidence and case studies of best practice which we use.

Some of these students, especially minority ethnic, English as an Additional Language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework which places a strong focus on improving the learning and progress of different groups and on reducing the difference in standards for different groups of students. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

### **LINKS TO OTHER POLICIES AND DOCUMENTATION**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged students, we will, however ensure that information about our responsibilities under the Equality Act 2010 (specific Duties and Public Authorities Regulations 2017) for other students for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, the school website and newsletters.

There will also be references to disadvantaged students in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the SLT and school council.

### **ROLES AND RESPONSIBILITIES**

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 students.

#### **The Heads and SLT**

The Heads and members of the SLT are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in raising achievement for all of our pupils and with a particular focus on children from disadvantaged homes. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, they will make sure that raising achievement for children who are disadvantaged is a priority area of focus for the school.

It will be the responsibility of each Head to ensure that the school is accountable for:

- raising achievement for all disadvantaged students
- 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 students receiving a particular provision, when compared with other forms of support

The strategic lead in each school for achievement has day to day responsibility for co-ordinating the implementation of this policy with regard to cohorts of children and monitoring outcomes. The strategic lead in each school for line management of departments has day to day responsibility for co-ordinating this policy with regard to the performance of teachers and monitoring outcomes for subjects.

The Business Managers will monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

#### **School Leadership Team (Heads of House/Heads of Faculty)**

The Heads of House and Faculty are responsible for the welfare and achievement of students in their House especially those who are from disadvantaged homes. They will work with SLT and other staff to ensure that staff are given appropriate support and professional development opportunities to accelerate students'

progress and attainment. School leaders will be directly responsible for setting the PM objectives which will lead to raising achievement for children who are disadvantaged.

With SLT, school leaders are responsible for

- raising achievement for all disadvantaged students
- Ensuring that disadvantaged children are properly equipped and resourced in order to take part in learning
- Ensuring that disadvantaged children have access to and take part in enrichment activities and trips.
- Ensuring that quality-first teaching raises achievement for disadvantaged children and that teaching staff are implementing the policy.

Heads of House have day to day responsibility for co-ordinating the implementation of this policy with regard to children in their House and working with the strategic lead for achievement in order to achieve this. The Heads of Faculty have day to day responsibility for ensuring that this policy is implemented in their faculty and will work with the strategic lead in their school to achieve improved outcomes for disadvantaged children.

#### **Teaching and Support Staff will:**

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable students 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 children from disadvantaged homes accelerate progress and make progress at least that of their peers. Strategies to accelerate progress include ensuring this group always completes homework to a high standard, always completes classwork and always has correct equipment,
- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind. For example, teachers will always check that a child who is disadvantaged and has been away, will be given the time in the lesson with the teacher as soon as practicable, so that the teacher can explain what the child has missed. Where there is in-class support, the role of the TA is always to make sure all the disadvantaged children have the correct equipment, are up to date and have completed homework.
- keep up-to-date with teaching strategies and research, which have proven track record in raising achievement especially for disadvantaged children.

We 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 students and narrow the gaps.

They will be responsible for monitoring support and progress for all students in receipt of this support at KS3 and KS4.

#### **Board of Directors**

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

Our Board, through delegated responsibility to named Governors, will conduct regular reviews to monitor the use of the Pupil Premium. In monitoring and evaluating the work of each school in relation to the Pupil

Premium, the Board 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, our Directors will ensure that there is an annual statement on each school website on how the Pupil Premium funding has been used to address the issue of reducing difference in our school and the impact this has had.

### **MONITORING AND REVIEWING THE POLICY**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in raising achievement for disadvantaged students. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our 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 raising achievement. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise 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 on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.<sup>2</sup>

Our annual review will involve staff, students, governors, parents and carers.

### **DISSEMINATING THE POLICY**

This Pupil Premium policy along with the details of actions will be published on the school websites (with paper copies available on request in the school offices).

### **APPEALS PROCEDURE**

Any appeals against this policy can be made through the Trust complaints procedure.

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<sup>2</sup> [http://educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_DIY\\_Evaluation\\_Guide\\_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)  
January 2013.