

Peter 2: Verse 17-23.

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# PUPIL PREMIUM POLICY

Author:	AP SEND & PP
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Date of next review:	September 2020

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*Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.*

## **Introduction**

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. All Saints Academy is deeply committed to the principles of equality and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

We focus on the well-being and progress of every child and where all members of our community are of equal worth. Our pupil premium policy is closely linked to our values and particularly those of respect, trust, wisdom, resilience, determination, courage and happiness. We also fulfil our caring ethos as a Church Academy by

- Ensuring that all members of our community are treated with dignity and are of equal value regardless of difficulties and barriers
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities and barriers that already exist
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

Pupil Premium is calculated by the number of FSM children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

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## **Introduction and purpose**

This policy sets out the approach of All Saints Academy, to diminishing the difference between disadvantaged and non-disadvantaged pupils through pupil interventions. It also outlines how the Academy plans to utilise the Pupil Premium Funding to effectively raise standards of attainment and achievement for all disadvantage pupils.

We recognise the importance of ensuring all pupils, whatever their background or circumstances, are provided with a high quality, relevant education. This will ensure that all pupils are equipped with the knowledge and skills they need to succeed in life beyond school.

Diminishing the difference between disadvantaged and non-disadvantaged learners should be an integral part of every lesson and all areas of the Academy. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well-planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques. These will ensure the achievement gap is narrowed rapidly through the use of timely and appropriate interventions which show impact.

## **OBJECTIVES**

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others, enabling them to flourish in all they do
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

## **STRATEGIES**

- Pupil Premium will be clearly identifiable within the budget
- The Assistant Principal in charge of PP, in consultation with the governors and Principal, will decide how the Pupil Premium is spent for the benefit of entitled pupils
- The school will assess what additional provision should be made for the individual pupils
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Assistant Principal in charge of PP will report to the governing body and parents on how effective the intervention has been in achieving its aims
- We will publish online information annually about how we have used the Premium

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- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils
- We will support financial hardship through the PP funding where appropriate (eg. uniform subsidy; school equipment etc.)
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor evaluate and review the success of the impact of the Pupil Premium funding.

### **OUTCOMES:**

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and curriculum leaders, and interventions put in place.
- b) If a pupil has been identified as underachieving, or *possibly* having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The AP in charge of PP, and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which type of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

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## **Roles and responsibilities for disadvantaged pupils**

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the Academy's diminishing the difference policy and Action Plan
- Provide opportunities for staff training about narrowing the gap to take place on INSET days or other appropriate times
- Support Curriculum Areas to diminish the difference and identify pupils for timely and appropriate interventions
- Be role models in using strategies in their own teaching to narrow the achievement gap
- Ensure strategic deployment and utilisation of the PP Funding to enable identified achievement gaps to be narrowed rapidly
- Provide data dashboards after each Assessment Point, making explicit to staff the achievement, behaviour and attendance gaps for all pupil groups and individuals across year groups
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified within the diminishing the difference document who are not meeting their expected outcomes in attainment, attendance or behaviour
- Ensure timely and appropriate interventions are put in place and collated holistically across the Academy
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place
- Ensure all interventions are recorded, monitored and evaluated.

Governors will:

- Accept responsibility for challenging the Senior Leadership Team on the delivery of the Academy's diminishing the different policy and Action Plan
- Undertake appropriate narrowing the gap training opportunities provided by the Academy and external providers
- Hold school leaders to account for effective spending of PP Funding and the monitoring of its impact upon the progress of disadvantaged pupils
- Appoint a PP Link Governor and ensure diminishing the difference is a standing agenda item on the PDBW Committee which meets termly

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- Keep up to date with the Ofsted framework requirements for narrowing the gap and PP Funding.

The Student Support Team Will:

- Ensure that timely and appropriate pastoral interventions are in place, which support the academic achievement of target pupils and groups
- Ensure literacy is promoted in tutor time
- Assess and support pupils on Education, Health and Care Plans, Statements, K1 and K2 with appropriate interventions to improve reading ages following CATs test analysis
- Identify and support pupils with specific needs, such as dyslexia and provide appropriate intervention
- Support pupils with EHCPs/statements with in-class Pupil Support Workers
- Provide intervention strategies such as accelerated reading to support pupils in their literacy across the curriculum
- Provide in-class support where necessary and one-to-one out of class support for identified pupils
- Communicate with all staff regarding the SEN needs of pupils who have difficulties and provide strategies and guidance for supporting pupils in the classroom
- Identify pupils in need of additional support during transition and ensure appropriate intervention are in place before the start of Year 7
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is in place.

Curriculum Leaders will:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to track progress and attainment of pupils
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is in place.

Teaching staff will:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to plan effective lessons which enable all pupils to make good progress

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- Ensure teaching is good on a daily basis and lessons are differentiated to meet the needs of all pupils
- Ensure opportunities are provided in all lessons for all pupils to make good progress
- Ensure literacy and numeracy are embedded in all lessons
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

## **Intervention**

What is intervention?

Intervention is identified as the strategies and methods used to diminish the difference between disadvantaged and non-disadvantaged pupils to ensure all pupils attain well and make the expected progress. There are 3 levels of intervention, shown below:

Level 1 - the effective inclusion of all pupils in high quality teaching and learning

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning
- Opportunities for small group experience in a safe and secure space
- Extra time for responses to questions/contributions to group discussion
- Extra time for activities when necessarily
- Scaffolding of activities and modelling of exemplar work and responses
- Using practical activities and experiential learning
- Opportunities for pupils to transfer their learning in different contexts and between different subjects
- A clear focus on literacy and numeracy
- Opportunities for revision and consolidation of previous learning
- Access to groups where pupils are working with peers at the same level
- Access to grouping that enables pupils to work with peers who will provide good role model for language and communication skills
- Teaching and learning which is multi-sensory and well structured
- Changing direction and reshaping task to enhance pupil progress and understanding

Level 2 – additional time limited provision in the form of small group intervention outside the normal classroom

When considering pupils for Level 2, teachers should first consider whether the elements for Level 1 are in place. A pupil must be sufficiently behind their peers to merit additional support. Level 2 intervention should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

Level 3 – specific targeted interventions for identified pupils outside the classroom

- Additional time limited intervention and provision to enhance the progress of identified pupils when Levels 1 and 2 have not achieved the desired outcome
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress

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- These would usually be conducted on a 1:1 basis where the teacher does not expect pupils to make the expected progress in a group situation

The next policy review will be September 2020

Key terms:

Diminishing the difference: narrowing the attainment gap between groups and individuals to ensure that all pupils attain well and make the expected level of progress

Intervention: the strategies and methods used to narrow the gap between identified target groups and individuals to ensure all pupils attain well and make their expected level of progress

Expected progress: pupils are assessed at different points during their schooling to ensure they are making progress in all subjects. The data that is sent to a secondary school from the end of the primary year (Year 6) gives us a baseline to work from and progress is measured from this point. At the end of each academic year, a pupil is measured from Key Stage 2 and a certain level of progress should be met in order to meet national standards. This is known as expected progress.

Progress 8: the new performance measure for schools, from Year 6 to the end of Year 11. It is a type of value added score which compares a school's own pupil results to pupils with the same prior attainment nationally.