



## **PUPIL PREMIUM POLICY**

|                                 |                 |
|---------------------------------|-----------------|
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## Statement of intent

At Inspire Multi Academy Trust, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years (known as Ever 6) or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

All academies within the Trust are committed to ensuring maximum progress for all groups of children and strive to close any gaps in achievement.

Inspire Multi Academy Trust have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored regularly through a termly evaluation of the school's Pupil Premium Action Plan, which feeds into the School Improvement Plan (SIP). An in-depth analysis, reported through class teacher reports, subject leader reports and the school inclusion report, ensure that the correct support and strategies are identified to maximise progress. The overall impact of the Pupil Premium expenditure will be published on the website at the end of each academic year.

Strong leadership systems ensure that the Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, a designated Head Teacher leading across the Trust, all Head Teachers and designated pupil premium leads leading the development plan and analysis ensuring that the correct support and strategies are identified to maximise progress. Matters relating to the Pupil Premium are reported back to the Local Governing Bodies and the Trustees, ensuring that each academy is held to account for the impact of spending.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

## Legal framework

This policy has due regard to relevant legislation, including, but not limited to the following:

- The Children Act 1989
- The Equality Act 2010

## Pupil premium grant

In the academic year 2016 to 2017 the grant is as follows:

| Disadvantaged pupil   | Grant amount per pupil |
|---|------------------------|
| Pupils in year groups reception to Year 6 recorded as Ever 6 FSM.   | £1,320                 |
| LAC defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English LA   | £1,900                 |
| Children who have ceased to be looked after by a LA in England and Wales because of adoption, a special order, a child arrangement order or a residence order | £1,900                 |
| Service children.   | £300                   |

## Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG funds reach all pupils entitled to funding.
- To make a significant impact on the education and lives of these pupils.

- To work in partnership with the parents/carers of pupils to collectively ensure their success.

## **Strategies**

- Assigning a Head Teacher who will lead on pupil premium across the Trust and who will work in partnership with pupil premium leads within each academy to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funds can be identified within the school's budget.
- The Head Teacher will consult with the pupil premium leads and inform the local governing bodies and trustees when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

## **Potential measures**

- Providing one-to-one and small group work with experienced teachers and teaching assistants to address specific knowledge gaps.
- Reducing class sizes to increase opportunities for targeted teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age related expectations.

## **Focus of spending**

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other provisions within other maintained schools or academies.

If the grant is not used in the academic year, some or all of it may be carried forward to the following year.

## Reporting

- The pupil premium leads will report on progress and attainment to Head Teachers and to the Head Teacher lead termly.
- The Head Teachers and the pupil premium leads will monitor, evaluate and review the success of the impact of PPG funding, in terms of improving educational outcomes and cost effectiveness.
- The Head Teachers will report annually to the local governing body and parents/carers on how effective PPG spending has been and what impact has been made.
- The Head Teacher lead will provide termly reports for trustees on allocation and impact of pupil premium expenditure.
- A pupil premium strategy will be published on the academy websites and evaluated annually.
- This evaluation will lead the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## Monitoring and review

The Head Teacher lead and pupil premium leads will be responsible for reviewing this policy annually.

## Pupil premium strategy template (available on all academy websites)

| 1. Summary information |  |                                  |  |  |  |
|------------------------|--|----------------------------------|--|--|--|
| School                 |  |                                  |  |  |  |
| Academic Year          |  | Total PP budget                  |  | Date of most recent PP Review                  |  |
| Total number of pupils |  | Number of pupils eligible for PP |  | Date for next internal review of this strategy |  |

| 2a. KS2 Exit Data 2015/16   |           |                              |               |                                  |
|---|-----------|------------------------------|---------------|----------------------------------|
|   | <i>PP</i> | <i>PP (National Average)</i> | <i>Non PP</i> | <i>Non PP (National Average)</i> |
| % achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined) |           |                              |               |                                  |
| % achieving ARE in reading  |           |                              |               |                                  |
| % achieving ARE in writing  |           |                              |               |                                  |
| % achieving ARE in maths  |           |                              |               |                                  |

| 2b. KS1 Exit Data 2015/16   |           |  |               |                                  |
|---|-----------|--|---------------|----------------------------------|
|   | <i>PP</i> | <i>PP</i><br><i>(National Average)</i> | <i>Non PP</i> | <i>Non PP (National Average)</i> |
| % achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)             |           |  |               |                                  |
| % achieving ARE in reading  |           |  |               |                                  |
| % achieving ARE in writing  |           |  |               |                                  |
| % achieving ARE in maths  |           |  |               |                                  |
| % achieving expected standard in phonics  |           |  |               |                                  |
| 2c. Progress from End of Reception to End of KS1 2015/16  |           |  |               |                                  |
|   | <i>PP</i> | <i>PP</i><br><i>(National Average)</i> | <i>Non PP</i> | <i>Non PP (National Average)</i> |
| % making expected progress in reading   |           |  |               |                                  |
| % making expected progress in writing   |           |  |               |                                  |
| % making expected progress in maths   |           |  |               |                                  |
| 2d. Progress from End of KS1 to End of KS2 2015/16  |           |  |               |                                  |
|   | <i>PP</i> | <i>PP</i><br><i>(National Average)</i> | <i>Non PP</i> | <i>Non PP (National Average)</i> |
| % making expected progress in reading   |           |  |               |                                  |
| % making expected progress in writing   |           |  |               |                                  |
| % making expected progress in maths   |           |  |               |                                  |
|   |           |  |               |                                  |
| 2e. EYFS Good Level of Development (GLD)  |           |  |               |                                  |
| 3. Barriers to future attainment (for pupils eligible for PP)                                   |           |  |               |                                  |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> |           |  |               |                                  |
| A.  |           |  |               |                                  |

|   |  |                         |
|---|--|-------------------------|
| <b>B.</b>   |  |                         |
| <b>C.</b>   |  |                         |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |                         |
| <b>D.</b>   |  |                         |
| <b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i>   |  | <b>Success criteria</b> |
| <b>A.</b>   |  |                         |
| <b>B.</b>   |  |                         |
| <b>C.</b>   |  |                         |
| <b>D.</b>   |  |                         |

| <b>4. Planned expenditure</b>   |                                 |                                 |  |                   |                             |
|---|---------------------------------|---------------------------------|--|-------------------|-----------------------------|
| <b>Academic year</b>  |                                 |                                 |  |                   |                             |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |                                 |                                 |  |                   |                             |
| <b>i. Quality of teaching for all</b>   |                                 |                                 |  |                   |                             |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b> | <b>What is the evidence and</b> | <b>How will you ensure it is implemented</b> | <b>Staff lead</b> | <b>When will you review</b> |
|   |                                 |                                 |  |                   |                             |
|   |                                 |                                 |  |                   |                             |
|   |                                 |                                 |  |                   |                             |
| <b>Total budgeted cost</b>  |                                 |                                 |  |                   |                             |
| <b>ii. Targeted support</b>   |                                 |                                 |  |                   |                             |

| <b>Desired outcome</b>       | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|------------------------------|---------------------------------|--|--|-------------------|---|
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
| <b>Total budgeted cost</b>   |                                 |  |  |                   |   |
| <b>iii. Other approaches</b> |                                 |  |  |                   |   |
| <b>Desired outcome</b>       | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
|                              |                                 |  |  |                   |   |
| <b>Total budgeted cost</b>   |                                 |  |  |                   |   |

| 5. Review of expenditure 2016/17 |                          |                   |                 |      |
|----------------------------------|--------------------------|-------------------|-----------------|------|
| Previous Academic Year           |                          |                   |                 |      |
| i. Quality of teaching for all   |                          |                   |                 |      |
| Desired outcome                  | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                  |                          |                   |                 |      |
|                                  |                          |                   |                 |      |
| ii. Targeted support             |                          |                   |                 |      |
| Desired outcome                  | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                  |                          |                   |                 |      |
|                                  |                          |                   |                 |      |
| iii. Other approaches            |                          |                   |                 |      |
| Desired outcome                  | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                  |                          |                   |                 |      |
|                                  |                          |                   |                 |      |

| 6. Additional detail |
|----------------------|
|                      |