



MULTI ACADEMY TRUST

PUPIL PREMIUM POLICY

WHITE CLIFFS PRIMARY COLLEGE FOR THE ARTS

Signed by Mr J Peall, Chairman of the Board of Directors:	
Policy adopted and ratified:	December 2016
Policy review date:	January 2019

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil 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.'

The Board of Directors and the Leadership Team are accountable for how the funding is allocated.

Aim of this 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 attainment gaps which currently exist between our disadvantaged pupils and their peers.

We are accountable to our parents and school community 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.

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.

Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.

The DFA MAT will publish annually the spending allocation for each individual school/college. 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.

Pupil Premium Allocation Process

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils 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 pupils who have been looked after continuously for more than six months and the children of service personnel.

How we will make decisions regarding the Use of Pupil Premium.

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

- Ensure that Pupil Premium funding allocated to each school is used solely for its intended purpose.
- Use the latest evidence based research¹ on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils (1)
- 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 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 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 the school and governing body.
- 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 as well as 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.

¹ Such as The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated

DEVELOPMENT OF THE POLICY

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 Equality Policy. The overlap with our Equality Policy is in relation to how we are meeting the needs of our pupils who are covered under the ‘protected characteristics’ of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils 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 2012, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils 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 pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils 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 development plan, self-evaluation framework, the school/college prospectus, DFA MAT web site and newsletters.

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

ROLES AND RESPONSIBILITIES

We expect all members of our Federation community, to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Chief Executive Officer, Principals and Senior Leadership Team

Senior Leaders 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. Through appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for each school/college.

The CEO and Principals will include the following information in the annual report to the Board of Directors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- 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 pupils receiving a particular provision, when compared with other forms of support

The Director of Finance will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding and ensure that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance promote an inclusive and collaborative ethos in their classrooms which enable pupils 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 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 track record in narrowing the gaps in attainment and achievement
- maintain written records of progress and tracking

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 pupils and narrow the gaps.

Board of Directors

The Board of Directors has an important role in ensuring that the DFA MAT complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Chairman of the Education Committee is responsible for ensuring the implementation of this policy.

The Board of Directors and designated Advisory Board Members will review and monitor the use of the Pupil Premium. In monitoring and evaluating the work of the schools/colleges in relation to the Pupil Premium, the Board of Directors and designated Advisory Board Members 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, the Board of Directors and designated Advisory Board Members will ensure that there is an annual statement published on how the Pupil Premium funding been used to address the issue of narrowing the gaps in our schools/colleges and the impact this has had.

Monitoring and Reviewing the Policy

The impact of Pupil Premium will be reviewed on a termly basis to ensure it is having the intended effect in narrowing the gaps. 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 a two year cycle. It will 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.²

Disseminating the Policy

This Pupil Premium policy along with the details of actions will be published on our website (with paper copies available on request in the school office)

We will also use other methods and occasions such as parents' evenings and assemblies to share information about the Pupil Premium.

BLANK SAMPLE PUPIL PREMIUM GRANT REPORT



MULTI ACADEMY TRUST
PUPIL PREMIUM GRANT REPORT

WHITE CLIFFS PRIMARY COLLEGE FOR THE ARTS

Number of Pupils and Pupil Premium Grant (PPG) Received			
Total number of pupils on roll			
Total number of pupils eligible for PPG			
Amount PPG received per pupil			
Total amount of PPG received			
Summary of PPG Spending			
Objectives of Spending PPG: 			
Record of PPG Spending by Item/Project 2013-2013			
Item/Project	Cost	Objectives	Outcomes

Summary			
Total PPG received			
Total PPG expenditure			
PPG remaining			