

# **Essa Academy**

## **Pupil Premium Policy**

**2017/2018**

### **1. Introduction**

1.1 The Pupil Premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6')
- looked after continuously for more than six months, or
- within families who work in the armed forces.

1.2 The Pupil Premium is paid to students between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

1.3 The 2017/18 rate of payment will be:

- £935 per FSM or Ever 6 FSM pupil in year 7 to year 11,
- £1,900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
- £300 per service child or Ever 3 service child.

1.4 The Pupil Premium is paid to schools as they are best placed to assess what additional provision their students need.

1.5 Ofsted inspections report on how schools' use of the funding affects:

- the attainment of the students who attract the funding
- the progress made by these students
- the gap in attainment between disadvantaged students and their peers

### **2. Key Principles**

2.1 Essa Academy has the following key principles in relation to the expenditure of Pupil Premium funds:

- Expectations are high for all students. We do not equate deprivation and challenge with low ability.
- Not all students who qualify for FSM are socially disadvantaged and not all socially disadvantaged students qualify or are registered for FSM. We therefore focus on the needs and levels of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

- In providing support we will not socially isolate students. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

### **3. Making decisions regarding the use of Pupil Premium**

3.1 When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced.

3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

3.4 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 pupils. We will:

- Narrow the attainment gaps and adapt these as necessary to meet the needs of our students
- 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
- Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
- Recognise the fact that FSM students are not a homogenous 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. 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

### **4. Roles and responsibilities**

4.1 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

4.2 The Principal and Senior Leadership Team

The Principal and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- All staff are aware of their responsibilities in narrowing the gaps of our students.
- All staff are given appropriate support and relevant professional development opportunities to accelerate student's progress and attainment.
- Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- All strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Principal and SLT will, where relevant, undertake on-going evaluations of the strategies being used.

4.3 It will be the responsibility of the Principal to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for 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

4.4 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 gaps can be narrowed and improvements maintained
- 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
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

4.5 We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

## **5. Impact**

5.1 Essa Academy regularly measures the attainment and progress of all students with particular reference to all our vulnerable groups.

5.2 The Senior Leadership Team (including our Vice Principal with responsibility for this area of work), our SENCo, our Heads of Year, and our Heads of Faculty evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.

5.3 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.

5.4 Interventions are logged and progress is monitored to evaluate impact.

5.5 Parents can access information through the school website.

5.6 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 narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

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

## **6. Outcomes**

6.1 Students eligible for Pupil Premium will have been identified and monitored

6.2 Pupil Premium students will have achieved above the national average and gaps in attainment will have narrowed

6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions