



Ian Ramsey Church of England Academy

Policy
for the use of
Pupil Premium
for our
Disadvantaged Pupils

Policy Prepared by: P Snowden July 2014

Policy in review process Oct' 15

Date of Next Review: July 2016

1 OUR ACADEMY

Ian Ramsey forms part of the Dayspring Multi Academy Trust, established on December 1st 2014. It is partnered with Venerable Bede Academy, Sunderland. Ian Ramsey has a large catchment area and there are currently 1179 students on roll.

2 KEY CONTACTS

Peter Snowden - Deputy Head Teacher, lead co-ordinator of pupil premium spending

Neil Williams – Chair of Local Governing Body, Lead Governor for assessing the school's effectiveness in 'closing the gap' between disadvantaged pupils and their peers.

3 PUPIL PREMIUM AND SERVICE PREMIUM

3.1 PUPIL PREMIUM

The pupil premium is designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances.

3.2 BACKGROUND

The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11.

The Government introduced a fund of £625 million in April 2011 to give schools £400 per year for:

- every child currently registered as eligible for free school meals
- children who have been looked after for 6 months or longer

From April 2012, pupil premium funding was also extended to:

- all children eligible for free school meals at any point in the past 6 years (known as 'Ever 6 FSM').

In the 2013/14 financial year, funding for the pupil premium increased to £1.875 billion. As a result, the amount given to schools for each pupil who attracted the funding increased to £900 per pupil.

In the 2014/15 and 2015/16 financial years the premium will rise to £935 per pupil of secondary-school age.

3.3 SCHOOL ACCOUNTABILITY FOR THE PUPIL PREMIUM

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

The **MAT Board** are accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers on the following:
 - the attainment of the pupils who attract the funding
 - the progress made by these pupils
 - the gap in attainment between disadvantaged pupils and their peers
- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who are disadvantaged.

3.4 SERVICE PREMIUM

The service premium gives schools extra funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 3 years
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For the financial years 2013/14, 2014/15 and 2015/16, schools will receive £300 per eligible pupil.

The service premium is paid to schools as they are best placed to identify eligible pupils and assess what additional provision they need. The school is responsible for using the service premium funding effectively.

3.5 ADDITIONAL FUNDING

The school receives additional funding for Special Educational Needs and Disabilities (SEND), Direct Schools Grant (DSG) – deprivation funding element and Looked After Children (CLA), and the use of pupil premium funds will be co-ordinated with these allocations to ensure the best outcomes and impact for these pupils is based on their needs.

4 PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium (which includes the Service Premium) allocated to us has an impact on closing the achievement gaps which currently exist between our disadvantaged pupils and their peers and ensure that we focus on improving outcomes.

As a school in receipt of pupil premium funding, we are accountable to our parents and carers and school community for how we are using this additional resource to close the attainment gaps of our disadvantaged pupils and their peers.

5 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 our school is used carefully targeted at the types of activities that best meet the needs of our disadvantaged pupils
- 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
- Focus on improving outcomes for our disadvantaged pupils
- Use the latest evidence based research on proven strategies which work to close the achievement gaps and adapt these as necessary to meet the needs of our pupils
- Be transparent in our reporting of how we have used the pupil premium, so that our parents and carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference¹
- 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
- 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 this group and individual needs fully into account
- Use effective teaching and learning as the preferred way to close the gaps in achievement in the first instance. We will also use effective 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

6 ROLES AND RESPONSIBILITIES

We expect all members of our academy community, particularly staff and governors to be committed to raising standards and closing the achievement gaps for our pupils.

6.1 HEAD OF SCHOOL

The Head of School will provide the following information in an annual report for the MAT Board:

- the progress made towards closing the gap, by year group, for disadvantaged pupils by curriculum area and vulnerable group;
- 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.

¹ Such as [The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit](#)

6.2 PUPIL PREMIUM LEAD

The [Deputy Head Teacher](#) (DHT) will ensure that all staff are aware of their responsibilities in closing the gaps of the pupils. The DHT will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through appraisal arrangements, they will make sure closing the gaps is a priority area of focus for the school.

The DHT has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. They will use expert and informed knowledge of evidence based research of 'what works' and 'how' this works in closing the gaps, and will customise research to fit the needs of our pupils and school context.

Each year the DHT will, in conjunction with Senior Leaders, Middle Leaders Teaching and Support staff prepare an Action Plan which clearly sets out the following:

- Key objectives
- Time limited action
- Rationale for the use of pupil premium funding
- Specific and aspirational success criteria
- Specific milestones throughout the academic year
- Roles and responsibilities
- Robust monitoring and evaluation systems involving a range of stake holders, including governors
- Associated budgets.

The DHT will publish the following on the school's website²:

- 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 impact of this expenditure on the educational attainment of those pupils at the school who were allocated the funding.

6.3 SENIOR LEADERSHIP, MIDDLE LEADERS, TEACHING AND SUPPORT STAFF

The Senior Leadership, Middle Leaders, and the Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- ensure that they have a clear understanding of which pupils are disadvantaged and so take responsibility for accelerating their progress
- promote an inclusive and collaborative ethos in their classrooms which enable disadvantaged pupils to thrive
- contribute to the production of the [Action Plan](#) for the use of pupil premium

² Section 9 of The School Information (England) (Amendment) Regulations 2012, Schedule 4

- plan and deliver an effective curriculum and lessons which support the acceleration of progress in learning, so that gaps can be closed 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
- conduct targeted structured conversations with parent/carers in order to enhance personalised provision
- keep up-to-date with teaching strategies and research, which have proven track record in closing the gaps in achievement
- will review the use of pupil premium on at least a termly basis (or every data capture or assessment whichever is the most frequent) to ensure it is having the intended impact in narrowing the gaps
- forensically target intervention to need
- implement robust tracking systems to establish what is making the difference and what is not
- ensure that the monitoring and evaluation of the impact of pupil premium is included at management meetings at every level
- make adjustments immediately to an intervention or technique, where achievement data is showing that it is not working. Adjustments will not be left until the end of the year

Where required, the school will provide the necessary training for staff, including **Governors**, to help them to not only understand their role but also implement successful strategies to accelerate progress of pupils and close the gaps.

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.

6.4 GOVERNORS

Governors will ensure that pupil premium funding is being spent effectively on improving achievement for our disadvantaged pupils.

The governing body will keep the work in closing the gaps under review so that they can monitor the use of the pupil premium. In monitoring and evaluating the work of the school in relation to disadvantaged pupils, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (learning walks, book scrutiny, pupil voice, staff voice, case studies, views, surveys etc.) data as evidence of impact with specific reference to the quality of teaching and raising attainment.

The [Action Plan](#) will be reviewed and monitored by the School Improvement Committee on behalf of Governors.

The pupil premium [Lead Governor](#)(s) will be responsible for assessing the school's effectiveness in 'closing the gap' between disadvantaged pupils and their peers.

At the end of the academic year, the Governors will provide an annual statement to parents and carers on how the pupil premium funding has been used to address the issue of closing the gaps in our school and the impact this has had.

6.5 EXECUTIVE BUSINESS MANAGER

The Executive Business Manager, will monitor the use of the pupil premium on at least a termly basis to track the allocation and spend.

7 MONITORING AND REVIEWING THE POLICY

This policy has been developed in consultation with our 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.

This policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps.

The annual review will involve staff, pupils, governors and parents and carers. Comments or questions on the content of this policy should be sent to the [Deputy Head Teacher](#).

8 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)
- as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the pupil premium.

9 REFERENCE DOCUMENTS

[GOV.UK: Pupil premium: funding for schools and alternative provision](#)

[GOV.UK: Raising the achievement of disadvantaged children](#)

[Ofsted \(document 120100\): The framework for school inspection,](#)

[Ofsted \(document 120101\): School Inspectors Handbook](#)

[Ofsted \(document 120197\): The Pupil Premium – How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils](#)

[Ofsted \(document 130016\): The Pupil Premium: how schools are spending the funding successfully to maximise achievement](#)

[Ofsted \(document 130045\): The Pupil Premium: Analysis and challenge tools for schools](#)

[Ofsted \(document 140088\): The pupil premium: an update](#)