



Pupil Premium Policy 2021-2022

Policy Holder	Chris Barns
Approval Board	Attleborough Academy Local Governing Body
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	<small>The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.</small>
Legislation or Regulation	Department for Education and Education Funding

CONTENTS

1.	Introduction	3
2.	Policy Statement	3
3.	Policy Aim and Objectives	3
4.	Strategies	3
5.	Success Criteria	4
6.	Monitoring of Funding	4
7.	Organisational Responsibilities	4
8.	References to Other Policies	6
9.	Monitoring and Reviewing the Policy	6
10.	Equal Opportunities Statement	6

APPENDICES

Appendix 1:	Pre-Order Pupil Premium Expenditure Request Form (Part A)	7
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1. Introduction

The Pupil Premium Grant is a Government initiative which provides additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers (please see Appendix 1). Research has indicated that this group of students underachieve when compared to non-deprived peers. The Pupil Premium is provided in order to support these students in fulfilling their potential and overcoming their disadvantage.

It is for each Academy to decide how the Pupil Premium funding allocation is spent, “since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility” (DfE 2012).

2. Policy Statement

Attleborough Academy recognises that not all students who are eligible for Pupil Premium are underachieving, while some students may be underachieving and not eligible for Pupil Premium funding. It is the Attleborough Academy policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The Academy does not use this policy to displace current strategies to intervene and support its students.

Some students may be achieving well but will be entitled to funding to enhance their future educational aspirations and achievements. Attleborough Academy fully recognises that deprivation takes many forms amongst our students and is clear about the impacts of that deprivation upon the life chances for those students. Evidence shows that a higher proportion of economically disadvantaged students perform less well on average than non-disadvantaged students, at all levels of school education. Furthermore, economically disadvantaged students are also associated with slower progress compared to their peers with the same level of attainment.

Therefore, we recognise that those students who are entitled to Free School Meals (FSM), or have been in receipt of FSM, are at a disadvantage compared to other students in their achievement of educational and, indeed, other outcomes. Within Attleborough Academy, we also recognise that there are other vulnerable groups, such as Looked after Children (LAC), who should also be targeted to ensure the gap in achievement between such disadvantaged groups and their peers, is not only closed but becomes insignificant.

3. Policy Aim and Objectives

The key aim of this policy is to “close the gap”; overcoming any barriers, that disadvantage creates. We will do this, by ensuring that the Pupil Premium funding is used:

- To reach the groups of students for whom it was intended, and that it makes a significant impact on their education and lives.
- To provide additional educational support to improve the progress and raise the achievement for these students.
- To ensure that students’ attendance is better than national averages and those at risk of being a persistent absentee are supported to improve.
- To narrow and close the gap between the achievement of these students and other non-disadvantaged students, with a similar starting point.
- To address any underlying inequalities between children eligible for Pupil Premium and other non-disadvantaged children.

4. Strategies

- We use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance - it is important that all staff address potential underperformance for students in their classroom and record the steps they take to address this. They should make appropriate modifications to their own whole class teaching to suit individuals and ensure that it suits individual learning styles.

- We use the latest evidence-based research on proven strategies, which work to narrow the attainment gaps and adapt these as necessary to meet the needs of these students.
- We recognise the fact that FSM students 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.
- We are 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.
- We work proactively with our parents and carers to encourage take up of FSM for eligible students.
- We are 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.
- There is robust monitoring and evaluation in place to account for the use of extra funding, including an annual audit check and resulting action plan.
- We will use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way and we use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.

5. Success Criteria

Within the Academy we aim to ensure:

- That attainment and progress of disadvantaged students will match, or at least be rapidly approaching, those of other non-disadvantaged students nationally and in their relevant academy.
- That from each starting point (baseline from the end of Key Stage 2), the students making expected progress and the proportions exceeding expected progress in English and in Maths are high compared to national figures.

6. Monitoring of Funding

Funding is used to support key posts and to fund intervention strategies. The Designated Strategic Leader (currently the Deputy Principal) will liaise with the Designated Operations Leader (currently the Director of Student Support) when additional needs arise. Requests for funding will be made by staff to them, by completing the form shown in Appendix 2. The Designated Strategic Leader is responsible for the quality assurance of the interventions and will report back to all parties named and to the Attleborough Academy Local Governing Body. A report to parents will also be available on the Academy website. These reports will include:

- The amount of Pupil Premium funding in the current year;
- Details of future spend;
- Details of how the previous year's funding was spent;
- The impact on the educational attainment of pupils identified as Pupil Premium.

A copy of this policy is available, online, via our website.

7. Organisational Responsibilities

We expect all members of our Academy community, particularly staff and Governors, to be committed to raising standards and narrowing the attainment gaps for our students.

7.1 The Executive Principal and Senior Leadership Team

The Executive Principal and Senior Leadership Team of the Academy are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment.

Through performance management arrangements, they will make sure that narrowing the gaps is a priority area of focus for the Academy. It will be the responsibility of the Designated Strategic Leader to include the following information in the annual report to the Local Governing Body:

- 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;
- The impact, measured by the various pupil premium activities, on the outcome for students.

7.2 Teaching and Support Staff

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 to raise their levels of aspiration and motivation, 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.

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 students and narrow the gaps.

7.3 The Local Governing Body

The Local Governing Body has an important role in ensuring the Academy complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The Academy will identify a lead Governor for Pupil Premium who will be responsible for ensuring:

- The implementation of this policy;
- That the Local Governing Body will, at each general meeting, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium;
- That, in monitoring and evaluating the work of the Academy in relation to the Pupil Premium, the Local Governing Body 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;
- The Chief Executive Officer (CEO) of the Multi-Academy Trust (Sapientia Education Trust) will receive reports from the Local Governing Body minutes (Executive Principal's Report) and from regular meetings with the SET Executive.

7.4 Provision

All provision supported by Pupil Premium funding should be based upon evidence; this can be research provided externally (such as the work of the Sutton Trust or the Education Endowment Foundation) or analysis of impact within the Academy.

- Intervention with Pupil Premium learners is based on considerations of research, including the Education Endowment Foundation as mentioned above.
- Pupil Premium students are identified as a cohort, and their attainment progress is monitored as a cohort, and as individuals in a subject.
- All teachers are aware of who the Pupil Premium cohort are.
- Low ability and social disadvantage are very different things; the ethos is that across all ability ranges, Pupil Premium students will have the opportunity to make progress and have high expectations.
- Data is analysed to identify underachievement and action plans are developed for interventions each term.
- Interventions are not purely based on academic attainment and should include considerations of attendance, social and emotional barriers and cultural enrichment.

8. Links to Other Policies

This policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged students. However, we will ensure that information about our responsibilities under the Equality Act 2010, for other students 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 Academy Development Plan, Self-Evaluation Review, the Academy prospectus, Academy website and newsletters.

There will also be references to disadvantaged students in our Behaviour, Attendance, Admissions, SEN and Anti-Bullying Policies, as well as minutes of meetings involving the Local Governing Body, the whole staff and the Senior Leadership Team.

9. Monitoring and Reviewing the Policy

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the academy is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

10. Year 7 Literacy and Numeracy Catch-up Premium

Previously there has been a separate Year 7 Catch-Up Premium. For 2020-2021, the DfE combined this with the COVID Catch-Up grant. Therefore, details of the catch-up spending is now in a separate policy, which can be found on our website.

11. Equal Opportunities Statement

This policy has been developed in consultation with our students, staff, governors and parents and carers. 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 Academy's Equality Single Equality Scheme.

The overlap with our Equality Scheme is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs, and students 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.

Appendix 1: Pre-Order Pupil Premium Expenditure Request Form (Part A)

Date of request				
Person requesting funding				
Student/s' UPN				
Funding code	Office Use Only			
	PP <input type="checkbox"/>	PP Plus <input type="checkbox"/>	Catch-Up <input type="checkbox"/>	Summer School <input type="checkbox"/>
Intervention detail				
Payroll (staffing)				
Non-payroll expenditure				
Proposed cost of intervention				
Length of intervention, activity and monitoring				
Expected outcomes and cross-reference to the Pupil Premium objective as per the website disclosure				

Authorisation		
Designated Operations Leader signature		Michala Parks
Date signed		Director of Student Support

Authorisation		
Designated Strategic Leader signature		Chris Barns
Date signed		Deputy Principal