

Pupil Premium Policy

Mission statement

Achieving excellence through support and challenge

At Stanchester Academy, all students, including the most disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

Statement of Intent: “no child left behind...no child held back”

Stanchester Academy shall use the Pupil Premium grant to provide practical strategies for redressing the balance in the attainment gap between the most and least advantaged learners, and providing additional support for students of service families to reach their potential and thrive in school and beyond. We will aim to raise the aspirations, expectations and ambitions of these students through new or enriched experiences and financial support for resources or services. We will track the progress of groups of learners including those in receipt of Pupil Premium, and measure this against local and national bench-marks, providing evidence of impact wherever possible.

Any support or opportunities may be extended beyond the remit of measurable academic outcomes during the years a learner spends with us and in exceptional cases we therefore may even include learners in the wider community or in the pre or post-Stanchester phase of their educational career.

We accept that, whilst we have a profound professional duty and philosophical obligation, there are no guarantees and the process of closing the attainment gap is not an exact science. Lack of social mobility and limited life-chances are issues which extend far beyond any individual school and many other factors come into play in a child's life, some of which are beyond the school's control. We believe that the crucial roles in determining and shaping a child's life chances are shared between the parent/career and family on one hand, and the school on the other. If as a school we aim to help every individual learner to rise as high as their talents and ambitions allow them, this requires partnership, commitment and mutual understanding between school and home, which we will promote at every opportunity.

Background and legal context

One of the most important factors in predicting a child's future academic attainment is prior attainment. Another important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of students from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation (although this is not the only factor). A fixed amount, which has risen year-on-year is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, those adopted from care and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged students compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Background

The Department for Education (DfE):

“The aim of the Government’s new Pupil Premium is to raise achievement among disadvantaged children.”

- to increase social mobility;
- to enable more students from disadvantaged backgrounds to get to the top Universities;
- to reduce the attainment gap between the highest and lowest achieving students nationally.

Purpose of the Grant

This funding is received by the Academy and other schools pursuant to Section 14 of the Education Act. It will be spent for the purposes of the school which is defined as “the educational benefit of the students registered at that school, or for the benefit of students registered at other maintained schools; and on community facilities”.

Devolvement of the Pupil Premium Grant

Devolvement of the grant, and financial accountability of the Academy Information

This grant is made to schools irrespective of the existence of any deficit of school budget share expenditure and is not part of school budget share.

The payment for each year is made for students on the January school census known to have been eligible for Free School Meals or to meet the other criteria It is also made for Looked-After Children, those adopted from care and for Service Children, (the latter at a lower rate.) Some or all of the Pupil Premium may be carried forward to future years.

The books and other documents of the grant shall be open to inspection by the Secretary of State and by the Controller and Auditor General.

Principles of Pupil Premium at Stanchester

Although more effective teachers, physical resources, smaller class sizes and other strategies can have a significant impact on achievement, increased funding does not automatically mean increased results. We will strive to select appropriate methods for tailoring support to the individual and will use statistical analysis and correlation of key factors to determine the areas of greatest need.

- Expectations are high for all pupil groups and individuals. In spite of statistical trends, 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 progress 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 and teachers will participate in regular training and updates to maintain their knowledge and understanding and enhance their practice.
- “Quality First” teaching and learning, and integrated differentiation are the corner-stones of high standards for all learners at Stanchester
- Research 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 some groups receiving additional support will be a mix of FSM and non-FSM students.

Rationale for priorities

We know that students from disadvantaged backgrounds perform less well than students from higher socio-economic backgrounds. For example, in 2012 it was estimated that children on Free School Meals are only 50% as likely to achieve 5x GCSE's (+Eng –Ma) as other learners. Equally, the notion of a premium to support less advantaged learners is not a new one and has been present in various forms for many years. The challenge for Stanchester is to ensure that the funding now available is deployed to enhance learning and outcomes, and is impact-driven.

Where appropriate, the school will take into account “RONI” data and other sources of information from Careers South West and other agencies/ providers which help track outcomes, destinations and trends

Stanchester Academy remains committed to the comprehensive ethos, and perceives no tension with our aim to be amongst the best educational providers with the highest standards. The use of Pupil Premium in a free educational system may well encourage greater choice for parents and students in seeking to enrol in the most effective schools, and we will actively promote ourselves in this light.

When deciding upon spending priorities and analysing impact, we will ask a number of questions:

1. How has Pupil Premium been used?
2. How have we made sure that it is used effectively?
3. What effect has Pupil-Premium- funded provision had on disadvantaged and other students?

At Stanchester, we will identify and report on spending priorities and impact under two main categories (these are broad terms only)

1. Direct allocation
2. Indirect allocation

(Definitions of these two categories are provided in the appendices)

Roles and responsibilities

Governing Body

- The Governing Body will approve the overall strategy for deploying pupil premium funding prepared by the principal and presented in the school improvement plan (SIP).
- The Governing Body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted students. This will include a

focus on pupil premium and/or Narrowing the Gap in curriculum/ subject review and relevant Governor's meetings

- A Governor is designated to ensure that the pupil premium grant is used to support eligible students within the context of this policy. This is currently Mr. Darley
- The Standards Committee is the group designated to evaluate the impact of increased support on the achievement of targeted students, and the primary analysis of progress and spending will be made in the full Governor's report by the Principal.

Principal and SLT

- In Stanchester Academy the principal retains overall responsibility for leading the pupil premium strategy. Various elements of the leadership will be devolved to other appropriate members of staff within the academy such as the Leader of Key Stage 3. All staff with a pupil premium related responsibility will report to SLT and the Governing Body.
- Under the supervision of the Principal, the data manager will produce trajectory targets for reducing the gap between pupil premium students and their peers over three years matched to the SIP. From the SIP update, middle leaders will be expected to give careful consideration to their team's approach in meeting these targets through their team SIPs ("TIPs").
- The data manager & Principal will produce termly reports for the Governing Body, showing the progress made by identified students and projections for each academic year
- The Principal will also have overall responsibility for evaluating the impact of the whole-school intervention programme
- The data manager will have responsibility for ensuring compliance with publishing data on Pupil Premium on the school website
- The Principal will draw up, monitor and report to Governors annually on the Closing the Gap strand action plan within the school improvement plan
- The SENCO will liaise with the Principal to provide updates on correlation with PP students with specific needs, learning or behavioural/ emotional support
- The Principal will maintain a Pupil Premium Policy and an overview guide for supporting vulnerable learners ("Achievement For All Learners"), to which the SENCO will also contribute
- The School Office will also ensure that regular correspondence with parents is issued to promote registration of Free School Meal eligibility

Curriculum Leaders

Curriculum Leaders are responsible for the progress of all students within their subjects and will contribute to reports to the governing body through the data manager and via their team self-evaluation and through school monitoring and evaluation processes such as internal review. Curriculum leaders will be expected to articulate clearly the class room and subject strategies for intervention with all pupil premium and disadvantaged learners and to report on progress made of these learners as a separate group, as well as that of other learners. From 2015, pastoral leaders have been expected to include a Pupil Premium/ disadvantage action plan in their annual TIP.

All Staff

- All staff are expected to have an in-depth knowledge of all the students they teach and support, especially students with disabilities and special needs and those who qualify for additional funding through the pupil premium grant
- All staff are expected to retain clear information in their mark-books with respect to the specific progress of disadvantaged or vulnerable learners, and to make this available when necessary- for example during scheduled lesson observations
- Class and subject teachers are responsible for the progress made by all students, and should be able to articulate the specific strategies employed in their lessons to support Pupil Premium, disadvantaged and vulnerable learners.

All staff will give students clear, personalised feedback that helps them to improve their work.

CPD HUB

- Members of staff allocated to the CPD Hub for disadvantaged learners will monitor the pupil premium policy and will ensure staff are kept up to date with national and regional developments related to pupil premium
- The member of staff leading the CPD Hub for disadvantaged learners will report to the Principal and will organise sharing of good practice related to successful strategies for disadvantaged learners
- The CPD hub for disadvantaged learners will complete an internal review to evaluate the impact of the Stanchester Pact with disadvantaged learners. The results of the review will be fed back to all staff and will inform future steps for development.

The Stanchester Academy Pact with Disadvantaged learners

- Staff within the Academy have developed a pact with learners to ensure that all learners and staff are aware of the support which is available for those students who for whom the academy is receipt of pupil premium funds
- The pact (see draft in Appendix 2) is delivered through the pupil premium pathway plan (PPPP). The PPPP is a Stanchester document which enables staff to identify the level of support which each student identified as pupil premium should receive as part of the pact
- The Stanchester Pact is under continual review during 2016 to 2017 and will be available on the school website and as an attachment to this policy from February 2017.

The Armed Forces Covenant

- Stanchester Academy has signed up to the Armed Forces Covenant to demonstrate how we support the armed forces community and recognize the value serving personnel, both Regular and Reservists, Veterans and military families contribute to our business and our country. The Covenant can be found in Appendix 3.

Absenteeism

Statistically, FSM pupils are more likely to be absent from school than non-FSM pupils (*according to DCSF data 2009, they are 3 times more likely to have unauthorised absence and to be persistent absentees). We will track the attendance of all students on a fortnightly and half-termly basis and identify those individuals who require further intervention.

For incoming Year 7 pupils, we analyse previous attendance in the year before they join us, with a focus on unauthorised absence. All students identified with persistent absence will have a P.A action plan.

Where issues arise, a programme of support will be devised for a small cohort of PP students, which will include, monitoring, individual mentoring and enhanced communication with parents/ carers. PP funding may be devolved towards additional EAO support or other strategies/ resources to support this strand.

Pupil Premium and behaviour/emotional difficulties:

Pupil Premium funds will be used where appropriate to enhance provision for PP students with identified behavioural or emotional difficulties, where a case can be made for likely impact and reduction of the likelihood of sanctions or exclusions. For example, this may include: additional lunch-time activities; nurture or 1-1 support; funding for transport or external activities.

Evaluating Impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium students and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that actions in the SIP are being implemented.

Medium term

- As a result of an effective CPD programme, particularly activities related to the CPD Hub for disadvantaged learners, the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of students' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all students.
- Discussions with students and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between students benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged students will make accelerated progress in comparison with other students
- **the attainment gap – accelerated progress will result in closing the gap in grades/levels**

Appendix 1

Direct and indirect allocation. *Note- these notes are not exhaustive and items are given as examples only.*

DIRECT ALLOCATION- individual academic standards. This may include:

- extra reading groups/ sessions, including PP pupil(s)
- one-to-one or small-group tuition
- booster lesson tuition
- targeted learning resources
- extra teaching set(s) and/or teaching staff or TA's for targeted groups or individuals
- additional transition time for TA's/ teachers to focus on FSM students
- focussed "on track" intervention for specific students where additional needs such as behaviour/attendance/ social skills/ language may be an issue
- additional agency or professional expertise
- G+T/ enrichment and "aim higher"- additional activities
- learning mentors, which may include additional responsibility payments for staff

INDIRECT ALLOCATION- to facilitate learning or access to learning. This may include:

- EP time
- attendance/absence monitoring and administration including additional EAO time
- attendance on optional clubs including lunch-time sports or activities for (where behaviour/attendance may be an issue)
- personal development exercises to develop WRL/life skills alongside most able students
- CPD resources to assist leaders and teachers in analysis of PP performance
- Other support resources, supply or cover costs
- Non-specific additional TA/ teacher time for Family Learning
- Non-specific additional Family/parent advisor time
- Contribution towards salary costs for counsellor or associated staff where this may impact upon provision and outcomes for FSM students
- free fruit/ healthy snacks/ breakfasts or breakfast clubs/ after-school snacks for booster sessions
- Uniform- a specific amount set aside for parents/carers of each FSM student as an annual contribution towards the cost of uniform
- "Hard-ship fund"- a specific amount to be made available, calculated by overall FSM numbers, in a ring-fenced budget. Activities may include trips and visits judged as having a clear educational objective or being clearly linked to increasing access to learning (a "capped" amount will be agreed for this purpose). In exceptional cases, this could possibly be extended to a contribution towards home computer equipment/similar.



Our Pact with our learners from disadvantaged backgrounds

Support Levels	School pledge to our learners	Student pledge to the School
Level 1 Support	<ul style="list-style-type: none">• You will receive intervention for literacy and numeracy during key stage 3. This may take the form of peer-peer learning activities, or within the intervention environment• You will receive a mentor from the intervention team• You will receive a 'learning to learn' style intervention through key stage 3• You will have access to equipment to support your learning in class• Your parents/carers will receive a fortnightly phone call home from the intervention team to check your families are up to date with your learning. During a PR cycle, this will allow the intervention team to speak to your parents about progress• We will support funding for 1 academic and 1 enrichment trip for you each year• Some students may access either a boys or girls development programme to build self esteem• We will support funding for your school uniform and PE kit• Teachers will be aware of any extra support that you require during lesson• Teachers will be aware that sometimes you may have issues with getting the correct kit. This will be dealt with calmly and respectfully, without drawing attention to it• Teachers will, wherever possible, encourage you to think about your learning, ensuring that there are opportunities for you to develop problem solving skills.	<ul style="list-style-type: none">• You will attend 2 home learning support sessions a week• You will attend and participate in all intervention activities to the best of your ability – understanding that these will lead to you achieving the best possible results for your GCSE's and help you to gain college places when you leave Stanchester Academy• It is expected that you make every effort to come with the correct equipment• You will look after your school uniform and wear it correctly but will inform your Pastoral Co-ordinator if there is a problem• You will only access the (intervention room – to be named) at the times agreed and understand that you cannot choose to leave a lesson to seek support• It is expected that you take part in collaborative exercises within your learning, understanding that these are put in place to help you develop.

<p>Level 2 Support</p>	<ul style="list-style-type: none"> • You may access some literacy and numeracy intervention during key stage 3 • You may have access to a mentor if your progress is not at the expected level • We will monitor your attendance on trips and can support you financially once per key stage • Teachers will be aware of any extra support that you require during lesson • Teachers will be aware that sometimes you may have issues with getting the correct kit. This will be dealt with calmly and respectfully, without drawing attention to it • Teachers will, wherever possible, encourage you to think about your learning, ensuring that there are opportunities for you to develop problem solving skills. 	<ul style="list-style-type: none"> • You will attend and participate in any intervention activities to the best of your ability – understanding that these will lead to you achieving the best possible results for your GCSE’s and help you to gain College places when you leave Stanchester Academy • It is expected that home learning is to be completed to the required standard. Should it fall below this standard, you may be invited to home learning support sessions • It is expected that you take part in collaborative exercises within your learning, understanding that these are put in place to help you develop.
<p>Level 3 Support</p>	<ul style="list-style-type: none"> • You can apply for financial support for one academic trip per key stage • All teachers will be aware that at times you may need extra support during lessons, and that teachers will do this without drawing attention to it • It will be made clear where you are able to access any extra support, and who you need to speak to. 	<ul style="list-style-type: none"> • You will ensure that intervention team, tutors, and teachers are aware if you are struggling at any point • You will attend any intervention that is deemed appropriate and ensure that you are participating to the fullness of your ability • It is expected that you take part in collaborative exercises within your learning, understanding that these are put in place to help you develop.