

# **PUPIL PREMIUM POLICY**

## **2021-2022**

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**Next Review: September 2022**

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## CONTENTS

- 1. Our Academy**
- 2. The Pupil Premium**
- 3. Purpose of the Pupil Premium Policy**
- 4. How we will make decision regarding the use of Pupil Premium**
- 5. Development of the Policy**
- 6. Links to other Policies and documents**
- 7. Roles and Responsibilities**
  - 7.1 The Principal and Senior Leadership Team
  - 7.2 Teaching and Support Staff
  - 7.3 Governing Body
- 8. Monitoring and Review of the Policy**
- 9. Disseminating the Policy**
- 10. Use of Pupil Premium in our Academy and the impact**
  - 10.1 Pupil Premium Funding
- 11. Children Looked After**

## **1. OUR ACADEMY**

In the financial year 2021-22, the academy will receive £534,083.75

- The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our student's needs. New guidance for the 2021-2022 academic year states that schools are required to 'demonstrate how your spending decisions are informed by a range of evidence - see condition 7 of the conditions of grant'.

## **2. THE PUPIL PREMIUM**

The Pupil Premium is additional funding which is allocated to schools based on the number of students who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our students eligible for pupil premium is significantly higher than the national average (18.9%) for secondary schools (2020-2021). The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

## **3. PURPOSE OF THE PUPIL PREMIUM 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 progress and attainment gaps which currently exist between our disadvantaged students and their peers. As an academy in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium. For full details of the regulations surrounding this funding please visit the DfE website.

## **4. HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

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

- Ensure that Pupil Premium funding allocated to our academy is used primarily for its intended purpose. We also recognise that the Dedicated Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- 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 our students.
- 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 students 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 academy, governing body and OAT.
- 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 groups 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.
- Draw upon research to inform our strategy
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

## **5. DEVELOPMENT OF THE POLICY**

This policy has been developed in consultation with our students, 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 academy.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010, details of which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, 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 students who are disabled and those who have special educational needs.

## **6. 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 students, we will, however 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 Form and academy website.

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

## **7. ROLES AND RESPONSIBILITIES**

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.

### **7.1 The Principal and Senior Leadership Team**

The Principal and designated Assistant Principal 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 student's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the academy.

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.

The designated Assistant Principal has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.

The Finance Director will track the allocation and use of the Pupil Premium funding on a regular basis in order to ensure that it is providing value for money.

#### 7.2 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 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 Governing Body

Our governing body has an important role in ensuring our academy complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps are implemented. Peter Crowe, our Chair of Governors, is responsible for ensuring the implementation of this policy.

Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the academy in relation to the Pupil Premium, the 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.

At the end of the academic year, our Governors will ensure that there is an annual statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps and the impact this has had within our academy.

## **8. MONITORING AND REVIEWING THE POLICY**

Our work in relation to the Pupil Premium will be reviewed on a regular basis to ensure it is having the intended impact 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 an annual basis and adjustments will be made to it according to the impact the academy is having in narrowing the gaps through a RAG process. It will also 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.

## **9. 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)
- within the policies section of the staff SharePoint site

We will also use other methods and occasions such as Parents' Evenings and assemblies, as appropriate, to share information about the Pupil Premium.

## **10. USE OF PUPIL PREMIUM IN OUR ACADEMY AND THE IMPACT**

In this section we will outline how we will use the Pupil Premium in our academy and the impact this will have on outcomes for our eligible students.

### **10.1 Pupil Premium Funding**

Ormiston Sheffield Community Academy receives Pupil Premium Funding from the government for those students who have been eligible for free school meals at any time in the last six years, have been in care for at least six months or have parents serving in the armed services. The academy's key priority with Pupil Premium Funding is to improve the progress and attainment of those students in low-income families.

Members of staff at Ormiston Sheffield Community Academy are fully committed to meeting the pastoral, social and academic needs of these students by creating learning experiences which will support each individual to achieve their full potential.

This funding is used to support a range of intervention strategies, including:

- Employing additional staff
- Providing small group and one-to-one learning environments
- Providing enrichment activities beyond the normal school day (subject to COVID-19 restrictions)
- Arranging trips and residential experiences (subject to COVID-19 restrictions)
- Providing additional learning resources
- Staff training
- Providing additional literacy and numeracy support across the curriculum
- Improving attendance

These strategies are at the heart of our drive to narrow the gap in performance between Pupil Premium students and their peers. The progress and attainment of these students is analysed at each assessment point to monitor the achievement gap. Student tracking sheets record the intervention strategies put into place with each student, evaluate the impact, and inform future planning.

## **11. CHILDREN LOOKED AFTER (CLA)**

CLA are not funded in the same way as Pupil Premium students, money is accessed via Virtual Schools that hold funding for each looked after child. The Vice Principal and Senior Vice Principal, Children's Services and Welfare Manager, meet on a half termly basis to review the PEP (Personal Education Plan) for each looked after child and to monitor provision for their academic and pastoral needs. PEPs will be updated to reflect actions to be taken and costings put in place to reflect the support needed for each child. Funding requests will be discussed at PEP reviews meetings every six months.