



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Pupil Premium Policy

Review frequency: Annual

Approval: Trust Board

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Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

To be read in conjunction with the School Behaviour policy, Special Education Needs policy, Equality policy, Admissions policy, Safeguarding & Child Protection policy and Anti-bullying policy

Policy statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

All L.E.A.D. academies must have a policy which sets out clearly for all stakeholders how Pupil Premium funding is allocated, how it is spent and what the impact of this expenditure has been.

All L.E.A.D. academies will ensure that there is an annual impact statement prepared to show how Pupil Premium funding has been used to address the issue of 'narrowing the gap' for all eligible pupils. This will be carried out within the requirements published by the DfE and will appear on all academy websites.

The Pupil Premium

The Pupil Premium is a government initiative designed to target resources towards those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have received Free School Meals (FSM) at any point over the past six years or for those pupils who have been looked after continuously for at least six months (CLA). For the year 2015/2016 the Pupil Premium has a value of £1300 per eligible pupil in primary education and £935 per eligible pupil in secondary education. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils.

Core principles for expenditure

1. Any pupils identified with barriers to accessing the full curriculum will be supported through a strong focus on literacy (reading, writing and communication) and numeracy. This support will be bespoke in order to sustain the greatest impact on pupil outcomes.
2. The quality of teaching opportunities at our academies are designed, delivered and evaluated to ensure that they meet the needs of all pupils and groups of pupils; the focus is on developing high quality lessons/quality first teaching as the norm rather than relying on interventions.
3. L.E.A.D. academies recognise that the development of the rounded individual is not achieved solely in a classroom environment. Out of class learning and enrichment forms a large part of our Trust work and should be considered as intrinsic to any academy's Pupil Premium spend.

4. All provision and intervention made for FSM, CLA and services pupils is based on a sound analysis of individual needs in both English and mathematics. This will be accomplished via detailed data analysis, professional judgement and getting to know our pupils.
5. Not all pupils eligible for Pupil Premium funding will be in receipt of targeted interventions at the same time.
6. When evaluating the impact of provision, all data is analysed forensically through comparisons to national data and compares the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other pupils.
7. All staff and members of our Local Governing Bodies are thorough in ensuring that the use of this funding contributes to pupil achievement. Where appropriate, Performance Management objectives will include reference to the use and evaluation of Pupil Premium funding.

Core expectations of our academies

1. All staff members have access to high quality and bespoke Continuous Professional Development (CPD) to gain training, expertise and experience in working to narrow the gaps in achievement between pupils eligible for funding through the Pupil Premium and all other pupils. This is achieved through our Teaching School Alliance.
2. All L.E.A.D. academies work in collaboration, where appropriate, with local partners to support high quality provision for our pupils eligible for Pupil Premium funding.
3. A designated senior leader has a clear overview of Pupil Premium funding allocation, spend and impact. The senior leader with responsibility is held to account by the Headteacher.
4. All teachers are expected to know the pupils they teach who are eligible for Pupil Premium funding and are held accountable for their progress.
5. All L.E.A.D. academies have a named Governor responsible for oversight of Pupil Premium funding and the full Local Governing Body will be involved in decision making and evaluation of provision.
6. All strategies funded through the Pupil Premium are aimed at accelerating progress, ensuring that pupils reach at least age related expectations and, where possible, beyond. Initially this will be in English and mathematics.

7. Pupil premium resources are used additionally to target able pupils to achieve the highest levels.
8. Clear and challenging success criteria are set for each pupil based on analysis of their needs.
9. Where appropriate, the following strategies will be used to support and extend pupils eligible for Pupil Premium funding:
 - Individual/small group tuition in English and/or mathematics as need dictates
 - Reducing class sizes in order to impact positively upon pupil outcomes
 - Providing small group work with an experienced class teacher/subject specialist focused on overcoming gaps in learning;
 - Learning support (1:1) to enable pupil to access learning fully and accelerate progress;
 - Focused work to raise self-esteem, support pupil welfare and extend personal development in order that pupils make appropriate choices in order to maximise learning opportunities.
 - Strategies for improving attendance, behaviour and/or family links as required.

Impact of provision will be evaluated by the Senior Leadership Team (SLT) in line management meetings with middle leaders and amended, where appropriate, where strategies are not providing the necessary outcomes. Strategies will be constantly under review to ensure maximum impact and value for money.

Reporting and accountability

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the Local Governing Body on the following:

- an evaluation of the progress made towards narrowing the achievement gap between those pupils eligible for Pupil Premium funding – FSM/ CLA/ Children of service personnel – and other pupils, as demonstrated through assessment data and comparisons with the same data for all other pupils.
- an outline of the provision that has been agreed and implemented since the last Local Governing Body meeting
- whether value for money is being achieved against the provision made using Pupil Premium funding.