





PUPIL PREMIUM POLICY

Date reviewed	December 2020
Frequency	Annually
Next review date	July 2021
Reviewed by	Academic Standards, Safeguarding, SEN and Educational Trips Committee

Signed: .....

Dated: 10/12/2020

Chair of Governors

Signed: .....

Dated: 10/12/2020

Principal

BACKGROUND & CONTEXT

A good education, with the qualifications to show for it, can transform lives for the better.

Conversely, young people who finish their studies without attaining the expected standards will struggle both in further study and the world of work.

The gap in outcomes between those students from the least well-off backgrounds and their classmates is already evident by the time they begin school, aged 5. Over the next 11 years of full-time education, it worsens, growing bigger at every stage of education thereafter (Education Endowment Foundation (EEF)). By 2019, organisations such as the Education Policy Institute (EPI) were warning that while the gap in schools has narrowed over the past decade, on current trends it would take another 50 years to close it. In August 2020 the EPI further reported that the learning gap between rich and poor primary pupils in England has widened for the first time since 2007, with figures for both primary and secondary education show progress in helping poorer pupils catch up has stalled overall. The EPI notes that the figures, from 2019, show the shift began even before the current pandemic. The EEF itself has expressed its concern since the onset of the Coronavirus pandemic (Covid-19), pointing to the likely outcome that the attainment gap between the disadvantaged and their more affluent peers will grow as a result of time away from school.

To close the attainment gap, the Government launched the Pupil Premium in 2011, at a cost of £623 million (£430 per eligible pupil). By 2020, the total funding pot had grown to over £2,412 million, which includes £1,320 for each eligible pupil at primary school and £955 (from September 2020) for each FSM and Ever6 FSM eligible pupil at secondary school. The Pupil Premium has been guaranteed in cash terms by the current government to 2022.

In each of the academic years listed below, Goldington Academy received the following Pupil Premium funding:

Funding received:

2020-21 - £134,655 add in

2019-20 - £124,300

2018-19 - £156, 500

2017-18 - £158,000

2015-16 - £150,000

2014-15 - £166,000

2013-14 - £147,768

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

PURPOSE

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us will have an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school 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 attainment gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the attainment of disadvantaged pupils covered by the Pupil Premium.

We are aware that there is specified information which has to be published on a school's website as stipulated by the Department of Education (What academies, free schools and colleges should publish online (Updated 26 October 2018)). This information can be found on the Goldington Academy website under Performance; Pupil Premium.

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 school is used solely for its intended purpose.
- 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 pupils.
- 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 funding 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 pupils 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 school and Governing Body.
- Recognise the fact that there is no typical disadvantaged child. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Focus on 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 pupils who need additional support in a time limited way.
- Use the Pupil Premium to develop the skills and personal qualities of our pupils.
- Use the Pupil Premium to respond to individual need (e.g. supply equipment or uniform; support extra-curricular activities both in school and outside of school).
- Use the Pupil Premium to offer opportunities that other pupils might take for granted (e.g. learning a musical instrument; school trips)
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

DEVELOPMENT OF THE POLICY

This policy reflects our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

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.

LINKS TO OTHER POLICIES AND DOCUMENTATION

This policy should be read in combination with our Pupil Premium Strategy document (available on our website), both of which outline our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils. We will also ensure that information about our responsibilities under the Equality Act 2010 for other pupils 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 school development plan, self-evaluation documents and the school web site.

Linked policies:

- Behaviour Policy
- Admissions Policy
- SEN Policy
- Anti-bullying Policy

Minutes of meetings will, where appropriate, reference disadvantaged pupils. (e.g. Governors, SLT, Head of Year, Curriculum Meetings, etc.).

ROLES & RESPONSIBILITIES

Governing Body

- The Governing Body will approve the overall strategy for deploying Pupil Premium funding prepared by the Pupil Premium Coordinator.
- The Governing Body will hold Senior and Middle leaders to account for implementing the school's strategy and for evaluating its impact on the attainment of targeted pupils.
- The Pupil Premium Governor will ensure that the pupil premium grant is used to support eligible pupils within the context of this policy and evaluate the impact of increased support on the attainment of targeted pupils.

Principal and SLT

- At Goldington Academy the Principal retains overall responsibility for leading the Pupil Premium strategy.
- The Data Manager will produce trajectory targets for reducing the gap between pupil premium pupils and their peers. The Pupil Premium Coordinator will action and monitor that the gap reduces.
- The Pupil Premium Coordinator/Data Manager will produce reports for the Governing Body, showing the progress made by disadvantaged pupils and projections for each academic year.
- The Principal will have overall responsibility for evaluating the impact of the support programme.

Curriculum leaders

Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the Governing Body through the SLT.

Teaching and Support Staff

- Staff will maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Staff will promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive.
- Teaching staff will 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.
- Staff will 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.
- Staff will 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 pupils and narrow the gaps.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly 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 school is having in narrowing the gaps. It will also take into consideration any 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. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using.

Our annual review will involve staff, pupils, governors and parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with our Pupil Premium Strategy will be:

- Published on our website (with paper copies available on request in the school office)
- Disseminated to teaching and support staff through staff training.

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

APPEALS PROCEDURE

Any appeals against this policy can be made through the Governor's complaints procedure.