

Academy and UTCN Pupil Premium Policy

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¹ The Review Period and the Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version

Version Control

Amendment Date	Version No.	Reason for Change	Author	Approval date
	1.0	Policy creation	Michael Rose	July 2014
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1.0 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 – 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.

Pupil Premium has been allocated to each Academy within the TEN Group and is clearly identifiable in their annual budget. 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).

2.0 Policy Statement

The TEN Group recognise 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 TEN Group policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The TEN Group 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.

All the institutions within the TEN Group fully recognise that deprivation takes many forms amongst our students and is clear about the impacts of that deprivation upon the life chances for those students. Evidence² 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 the TEN Group, 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.

This is known as “Closing the Gap” and, across all our institutions, we are totally committed to ensuring that all of our students achieve their true potential.

² Please see, for example, Department for Education: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2013/2014 summary table

3.0 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

4.0 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 research³ 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 - We use the Pupil Premium for all year groups not just those taking examinations at the end of the year

³ Such as ‘*The Pupil Premium: an update (July 2014)*’ ‘*The Pupil Premium: How schools are spending the funding successfully to maximise achievement*’ <http://www.moderngovernor.com/wp-content/uploads/2013/03/The-Pupil-Premium-How-schools-are-spending-the-funding.pdf> are examples of the research evidence and case studies of best practice which we use.

5.0 Success Criteria

Within the TEN Group we expect:

- That attainment and progress of disadvantaged students will at least match, or 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

6.0 Monitoring of Funding

Funding is used to support key posts and to fund intervention strategies. The Designated Strategic Leader will liaise with the Designated Operations Leader 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 Academy Council/UTCN Board. 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 (Appendix 3)
- Details of future spend (Appendix 3)
- Details of how the previous year's funding was spent
- The impact on the educational attainment of pupils identified as Pupil Premium (Appendix 3)

A copy of this policy is available, online, via institutional websites.

7.0 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 Principal and Senior Leadership Team

The Principal and Senior Leadership Team of each 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 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 Academy Council:

- 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 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) Academy Council or UTCN Board

Each governing body has an important role in ensuring our academies comply with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Each Academy will identify a lead Academy Councillor or Board Member (UTCN) for Pupil Premium.

They will be responsible for ensuring the:

- Implementation of this policy
- The 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
- 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

The Chief Executive Officer (CEO) of the Multi Academy Trust (Norfolk Academies) will receive reports from the Local Academy Council or UTCN Board minutes (Principal Report) and from regular meetings with the TEN 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 with TEN Group institutions.

- Intervention with Pupil Premium learners is based on considerations of research, including the Sutton Trust's work 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

8.0 References to related TEN Group 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 academy councillors or board members (UTCN), the whole staff, and the senior leadership team.

9.0 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.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2016, 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.

10.0 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.

Pupil Premium Funding for Target Groups for 2017-2018 is:

Disadvantaged students		Pupil Premium per student
Ever 6 FSM	Students in year groups Reception to Year 6, recorded as Ever 6 FSM.	£1,320
	Students in Years 7 to 11 recorded as Ever 6 FSM	£935
LAC	Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.	£1,900
	Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£1,900
Service Children		Pupil Premium per student
Forces	A child (in year groups reception to Year 11 recorded as Ever 6 Service child) whose parent(s) serve in the armed forces.	£300

Year 7 Literacy and Numeracy Catch-up Premium

In addition, the Year 7 literacy and numeracy catch-up premium grant 2017 to 2018 will be paid, under Section 14 of the Education Act 2002, to schools for Year 7 children who did not achieve the expected standard in reading, or maths at the end of key stage 2 (KS2), in order to boost student achievement further.

The amount to be received for schools for 2017-18 is still to be announced by the EFA.

Pre-order Pupil Premium Expenditure Request Form (Part A)

Date of request	
Person requesting funding	
Student/s UPN	
Funding Code (office use only)	PP [] PP Plus [] Catch up [] Summer School []
Intervention detail	
Payroll - Staffing	
Non-payroll expenditure	
Proposed cost of intervention	
Length of intervention activity and monitoring	
Expected outcomes and cross reference to the PP objective per the website disclosure	

Designated Operations Leader <i>Currently Intervention Co-ordinator</i>	
Date	

Designated Strategic Leader <i>Currently Deputy Principal</i>	
Date	

Pupil premium strategy statement: secondary schools, completed example based on fictitious school

As part of your full strategy, you will also wish to **consider results for specific groups of pupils** (specific year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£127,000	Date of most recent PP Review	n/a
Total number of pupils	556	Number of pupils eligible for PP	123	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2017/18)	-0.32	0.12
Attainment 8 score average (from 2017/18)	35.2	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	Behaviour issues for a small group of Year 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

Data sources that can help you identify barriers to attainment in your school include: School Performance Summary; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95% in line with 'other' pupils.

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Head of English	Jan 18
A. Improved Year 7 literacy progress	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation Schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English	October 17, March and June 18

A. Improved Year 7 literacy progress	Staff training on high quality feedback to be delivered by SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness and discussed with SLE Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through	Deputy Head	Jan 18
B.					
Total budgeted cost					£31,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Pupil Premium Coordinator	Jun 18
B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and	Head of Maths/ English	Mar 18
Total budgeted cost					£59,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Pupil Premium Coordinator	Jan 18
C. Problem behaviour in Year 10 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Head of Year 10	Jun 18
Total budgeted cost					£37,000

6. Review of expenditure				
Previous Academic Year				
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> This is a review of the previous year, so the outcomes and success criteria will be different to above. </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> Lessons learned may be about impact or implementation. </div> </div>				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. </div>	Staff sent on external 'growth mind-set' course	<i>Mixed:</i> training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. However, Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
			For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 8 literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 26 pupils. £40,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 7 literacy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 14 pupils. £17,640

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.highschool.sch.uk