

Pupil Premium Policy

Pupil Premium Policy - Updated October 2018

1. Introduction

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 attainment gaps between our disadvantaged students and their peers. As an academy in receipt of Pupil Premium funding, we are accountable to our parents and academy community for how we are using this additional resource to narrow the achievement gaps of our students.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. Additional funding for PPG (Pupil Premium Grant) is also available for Service Children including those who were eligible for the Service Child Premium at any point in the last three years (known as 'Ever 3 Service Child').

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. In 2017-2018, the PPG remains at £935 per eligible student. The PPG is paid in four instalments over the year and is dependent on the numbers of eligible students attending Chelsea Academy in January of each year to coincide with the first grant payment at the start of the financial year. All schools have the freedom to use their PPG allocation as they see fit based upon student performance data and knowledge of student need. However, Chelsea Academy like all other academies is accountable for the use of this additional funding.

The specific information on the PPG spending such as the details on the previous year's spending, intended spending of the current year and its effect on educational attainment, is published on the academy website in accordance of Schedule 4, section 9 of the Academy Information (England) (Amendment) Regulations 2012.

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

- Ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose - to address the attainment of our disadvantaged students
- Use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way
- Use academy attendance and attainment evidence as well as 'soft data' regarding attitudes to learning to: track student progress, narrow the attainment gap 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 Pupil Premium opportunities by working proactively with our parents/carers in a sensitive and supportive manner, to remove any potential barriers or stigma
- To work with the academy governing board ensuring that there is robust monitoring and evaluation in place to account for the use of the PPG

2. Development of the policy

In developing this policy we have taken into account our statutory responsibilities in meeting equality of access for all. As a result, there is some overlap with our Equal Opportunities Policy and how the academy complies with the Equality Act, 2010. Some of these students such as: those with family origin from minority ethnic cultures, English as an additional language (EAL), Special Educational Needs and students with disabilities (SEND), may 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 on the outcomes and provision for students who are disabled and those who have special educational needs.

3. Roles and responsibilities

We expect all members of our academy community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gap.

Leadership team

The Vice Principal (Inclusion), Associate Assistant Principal (lead on PP), and Director of Finance and Operations, are responsible for implementing this policy and PPG spending. Together they will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They are responsible for putting in place the appropriate support and relevant professional development opportunities for staff to accelerate student progress and attainment.

It will be the responsibility of the Pupil Premium lead assisted by Heads of House, Heads of Faculty and the SENCO to include the following information in the termly monitoring and evaluation report for Governors:

- The number of students eligible for Pupil Premium
- The progress that has been made towards narrowing the gap by year group, including: progress from KS2 starting point compared to academy target for all students, difference in progress between Pupil Premium and Non Pupil Premium students, difference in attainment between pupil premium and non pupil premium students
- An outline of the provision that has been made for Pupil Premium students since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision
- The Associate Assistant Principal, will monitor the use of the PPG on a termly basis to track the allocation and use of funding. They will also check to see that it is providing value for money

Teaching and Associate staff

Through classroom teaching and additional support strategies, teaching and associate 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 will enable students from disadvantaged backgrounds to thrive
- Plan and deliver 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 all classes through differentiated planning and teaching
- Keep up-to-date with teaching strategies and research which have a proven track record in narrowing the gaps in attainment and achievement
- 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.

Governing board

Our governing board 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, is implemented. The governors will nominate a member of the governing board who is responsible for monitoring our Pupil Premium provision. Governing board will review our use of the Pupil Premium through the student and curriculum subcommittee. The governing board 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 to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our academy and the impact this has had.

4. Monitoring and reviewing the policy

Our work in relation to the Pupil Premium will be reviewed on an annual basis to ensure it is having the intended impact in narrowing the gap.