



Castle View
Enterprise
Academy

Pupil Premium Policy

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SIGNATURES:

CEO Head of School	Mrs J. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Overview

The Pupil Premium Grant is additional funding given to publicly funded schools to raise attainment of disadvantaged students and close the gap between them and their peers. This grant was introduced in 2011. In 2012-13 this was extended to include any pupils who have been eligible for free school meals at any point in the last six years (Ever 6 free school meals measure). Funding is also made available for students who are looked after by the local authority or children of service personnel. The grant allocation is based on the annual school census data.

Pupil Premium is calculated by the number of students recorded as:

- Ever 6 FSM which means any child that has been recorded as receiving FSM within the last 6 years.
- A Looked After Child which, for the purposes of Pupil Premium funding, is any student who has spent one day in local authority care.
- A Service Child, whose parents have been in the Armed Forces within the past four years or are in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS). This premium is designed to address the emotional and social well-being of these pupils.
- Having a Special Guardianship Order which includes students who have local authority care for any of the following reasons: adoption, a child arrangements order, or a residence order.

Objectives

- The Pupil Premium Grant will be used to improve teaching and learning in order to raise the standard of progress and attainment for disadvantaged students.
- The Pupil Premium funding will be used to diminish the gap between the progress and attainment of disadvantaged students and their peers.
- Where deemed necessary and appropriate the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- The funding will be utilised to improve the attendance of disadvantaged students, as well as providing emotional and wellbeing support where needed.
- It will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Determining the use of the Pupil Premium Funding

In order to meet the above objectives, the Governing Body and all staff at Castle View Enterprise Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the specific needs of our disadvantaged students. There will be a clear rationale of positive discrimination towards our disadvantaged students to ensure that gaps in their knowledge are filled and the difference in progress between disadvantaged and non-disadvantaged students is diminished.

With regards to the decisions on the use of the Pupil Premium funding:

- The CEO and Head of School, in consultation with the governors, senior staff, and PP lead will decide how the Pupil Premium funding is spent for the benefit of entitled pupils.

- The school will assess what additional provision should be made for the individual and, in doing so, will recognise that Pupil Premium students are not a homogeneous group but cover a wide range of needs.
- We will seek to further develop strategies and interventions by using our contextual knowledge in addition to evidence-based research to support and, where necessary, adapt strategies to meet the needs of our pupils.
- Ensure staff have equally high expectations of disadvantaged students and be mindful that eligibility is not associated with 'lower ability'.
- Use the funding to close the gaps in all year groups.

Our Response

All strategies to reduce the gap between disadvantaged and non-disadvantaged students are reviewed termly and, where necessary, additional tailored strategies are introduced to support our most disadvantaged students. As per guidance from the Education Endowment Fund, this follows a tiered approach and is primarily based on quality first teaching. A summary of these are outlined below and further detail can be seen on our three-year strategy plan.

Tier 1 Strategies – Teaching

- Senior and experienced teaching staff have been employed/maintained in core and Ebacc subjects to improve outcomes.
- Increased CPD to improve overall teaching and learning.
- All core and Ebacc subjects have disadvantage lead.

Tier 2 Strategies – Targeted Academy Support

- Non-secondary ready and nurture groups for students in years seven and eight.
- Read Write Ink provision delivered to students with low literacy levels in years seven and eight.
- Positive discrimination strategies to provide additional support in learning. Whilst this list is not exhaustive, such support includes tailored seating plans, additional teacher questioning in class, additional intervention after school, extra homework etc.
- Year 11 mentoring and increased staff accountability for targeted students. All selected students have dedicated mentor meetings with the Pupil Premium SLT lead.
- Dedicated intervention weeks, half-termly across all year groups for disadvantaged students.

Tier 3 Strategies – Wider Strategies

- An attendance officer has been employed one day per week to visit the homes of absent students. A greater focus of her role is placed on disadvantaged students.
- SNAPB programme remains in place and offers emotional support to all students.
- Bespoke CEIAG programme is in place to widen disadvantaged students' horizons.
- Specialist learning software is available to students to promote progress and reduce gaps in learning.
- Support for trips and visits.
- Laptops and internet access issued to disadvantaged students to support remote learning if isolated and to support with catch-up provision.
- Increased quality assurance programme with greater focus on disadvantaged students.

Monitoring and Reporting the Pupil Premium Funding

With regards to the monitoring and reporting of Pupil Premium funding:

- The Academy will be accountable for how it has used the additional funding to support the progress and attainment of those pupils covered by the Pupil Premium. The SLT lead will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- The Academy will publish online information about how the Pupil Premium is used.
- It will be ensured that parents, governors and others are made fully aware of the progress and attainment of pupils covered by the Pupil Premium.
- It will be ensured that robust monitoring and evaluation procedures are in place to measure the impact of the strategies used (so we can show the value that has been added to the education of entitled pupils).
- Pupil Premium will be clearly identifiable within the budget.
- The success of the impact of the pupil premium strategies and spending will be monitored, evaluated and reviewed termly.

Success Criteria

The evaluation of this policy is based on how the Academy can close the gap between socially disadvantaged students and their peers. The key outcomes for the Pupil Premium are:

- Early targeted intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets as a result of quality first teaching within the Academy.
- Effective parental student school support, including effective transition.
- Having a whole school approach.
- Creating a positive school atmosphere in which students' differences are recognised and valued as full members of the Academy's community; developing confident and independent learners.
- Reduce exclusions.
- Improve attendance.
- Diminish the differences for outcomes at the end of KS4 for disadvantaged students and their peers.

Roles and Responsibilities

The Head of School will:

- Expect and ensure that Pupil Premium spending is included and reported within the school's improvement plan.
- Discuss and consult with the SLT and governors the Pupil Premium funding and allocation as well as impact.

The Pupil Premium Lead, will:

- Be responsible for the monitoring, evaluating of Pupil Premium spending / strategies in addition to offering spending proposals to SLT and governors.
- Communicate all aspects regarding the monitoring, recording and evaluating the Pupil Premium.

- Lead the Pupil Premium leads in English, maths, science and humanities to ensure accountability and impact.
- Present the updates at relevant governor meetings.
- Be responsible for updating the Pupil Premium policy.

The Senior Leadership Team will:

- Monitor those departments they line manage and support and challenge them about the progress of disadvantaged students.

Teachers with departmental responsibility for disadvantaged students and Directors of Subject will:

- Be aware of the strategies being used in their departments to help diminish the gaps between disadvantaged students and their peers.
- Monitor, evaluate and review, on a departmental level, the effectiveness of any strategies or interventions being used.
- Know their departmental data and where the 'biggest gaps are' and how they are tackling them.

The teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances with low ability.
- Understand that quality teaching first is the top method of improving outcomes and will be strived for by all staff.
- Promote an inclusive and collaborative ethos in their classrooms.
- Plan and deliver quality lessons by using a variety of challenging and engaging strategies that cater for more vulnerable students and meet the needs of the individual child.
- Keep up to date in teaching strategies and research which have a proven track record of narrowing the gaps in attainment and achievement.
- Make sure they are aware of students who are eligible for Pupil Premium funding in their classes so strategies can be effectively applied at classroom level.
- Not rely or expect specific intervention.

The Governing Body will:

- Discuss, support and challenge the SLT regarding the effective application and impact of the Pupil Premium spending.

Further details of spending, intervention and impact of Pupil Premium can be found on our website.