



Castle Phoenix **Trust**

Castle Phoenix Trust

PUPIL PREMIUM POLICY

Aims

The Castle Phoenix Trust has high aspirations and ambitions for our pupils and we believe that no child should be left behind. We aim to ensure that every pupil leaves each phase of their education excited about learning and determined to succeed. We are committed to ensuring that our pupils are given every chance to realise their full potential and want to equip them with confidence, resilience and the social skills necessary to become aspirational citizens of a changing world. These qualities will enable them to thrive and to make a positive contribution to society.

The Castle Phoenix Trust will ensure that:

- All members of staff and governors accept responsibility for those pupils recognised as vulnerable due to their socio economic circumstances and are committed to meeting their pastoral, social and academic needs.
- Every child who receives Pupil Premium funding is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

The targeted and strategic use of Pupil Premium funding supports the Trust in achieving its aim of helping every pupil to achieve to their full potential. Across the Trust, we:

- Ensure that the Pupil Premium funding reaches the pupils for whom it was intended and that it makes a significant impact on their education and lives.
- Use the Pupil Premium to provide additional educational support to improve the progress and raise the achievement of these pupils.
- Use the funding to close the gap between the achievement of these pupils and their peers.
- Ensure that the additional funding is used to address any underlying inequalities between pupils eligible for the Pupil Premium and others.
- Assure the best possible delivery of learning experiences in the classroom.
- Offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background to Pupil Premium Funding

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these children in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation or social disadvantage. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the Local Authority. A premium has also been introduced for pupils whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Principles

When making decisions about using pupil premium funding, it is important to consider the context of each school and the subsequent challenges faced. Common barriers for FSM pupils can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no “one size fits all”.

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending:

- Identifying whole school strategies which benefit **all** pupils
- Identifying specific intervention strategies which benefit **underperforming** pupils including disadvantaged pupils
- Identifying targeted strategies for **pupils eligible for pupil premium funding** which specifically benefit disadvantaged pupils
- Improving attainment
- Reducing gaps compared to Non PP pupils
- Improving attendance
- Accelerating progress
- Reducing exclusions
- Improving behaviour
- Improving engagement of families
- Developing skills and personal qualities
- Extending opportunities
- Effective transition

Building Belief

We will provide a culture where:

- Staff believe in ALL pupils;
- There are “no excuses” made for underperformance;
- Staff adopt a “solution-focused” approach to overcoming barriers;
- Staff support pupils to develop “growth” mindsets towards learning.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses within their own class, year group and across the school;
- We use research (e.g. The Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- All staff are involved in the analysis of data and identification of pupils;
- All staff are aware of who pupil premium and vulnerable pupils are;
- Underachievement at all levels is targeted (not just lower attaining pupils);
- Pupil’s individual needs are considered carefully so that we provide support for those pupils who could be doing “even better if.....”

Improving Day to Day Teaching

We will ensure that all pupils receive at least good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting consistently high expectations;
- Addressing any within-school variance;
- Ensuring consistent implementation of the non-negotiables;
- Sharing good practice within the school, across the Trust and drawing on external expertise;
- Providing high quality CPD;
- Improving assessment, e.g. through joint assessment and moderation.

Increasing learning time

We will maximise the time pupils have to “catch up” through:

- Improving attendance and punctuality;
- Providing earlier intervention (EYFS and KS1; Year 7);
- Extended learning out of school hours
- Early mornings and after school;
- Easter and summer holidays.

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each pupil and identifying their barriers to learning;
- Ensuring additional support staff and class teachers communicate regularly;
- Using key staff to provide high quality interventions across their year groups/phases/departments;
- Matching the skills of the support staff to the interventions they provide;
- Working with other agencies to bring in additional expertise;
- Home school support;
- Tailoring interventions to the needs of the pupil;
- Recognising and building on pupil’s individual strengths to further boost confidence.

Monitoring and Evaluation

Across the Trust, we will ensure that:

- Pupil Premium funding is clearly identifiable within each school’s budget.
- The Head teacher in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- Each school will assess what additional provision should be made for the individual pupils.
- Each school will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- The Head teacher will report to the Local Governing Body; Board of Directors and parents/carers on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- Each school will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled pupils.

Reporting Outcomes

When reporting about pupil premium funding we will include:

- Information about the context of the school;
- Objectives for the year
 - reasons for decision making

- analysis of data
 - use of research
- Nature of support and allocation
- An overview of spending
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children).
 - The progress made towards closing the gap, by year group, for pupil premium pupils.
 - Other evidence of impact e.g. Ofsted, accreditations.
 - Reference to case studies (pastoral support, individualised interventions) where applicable.
 - Implications for pupil premium spending the following year.

The Local Governing Body will consider the information provided and will ensure that there is an annual statement to parents/carers on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Written by:	Claire Jones
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