

**Pupil Premium Policy
May 2020**

Published date: May 2020	Next review date: May 2021	Statutory	Lead at ATT: Amy Bills, Executive Principal
------------------------------------	--------------------------------------	------------------	--

Associated documents:	
<ul style="list-style-type: none"> • Academy Curriculum Leaders Handbook • Academy Pupil Premium Strategy Statement • ATTI Strategy • ECSI Guide 2020-21 • FAR Guide 2020-21 • OCSI Guide 2020-21 • The EEF Guide to the Pupil Premium – Education Endowment Foundation • Potential for Success – The Sutton Trust 	
Links to:	
<ul style="list-style-type: none"> • Assessment, Feedback and Marking Policy • ATTI Policy • Behaviour (including Rewards, Sanctions and Exclusions) Policy • Complaints Policy • Curriculum Policy • Equalities Policy • Inclusion Policy • SEND Policy 	

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Contents	Page
1. Aims	4
2. Legislation and Guidance	4
3. Eligibility and Guidance	4
4. Purpose of the Grant	5
5. Use of the Grant	5
6. Accountability	6
7. Reporting	6
8. Appeal	6
9. Appendices	
i. Pupil Premium Strategy Statement – Primary Template	
ii. Pupil Premium Strategy Statement – Secondary Template	
iii. Pupil Premium Strategy Statement – Special Template	

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all stakeholders understand its purpose and which pupils are eligible
- Set out how academies will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium grant

2. Legislation and guidance

This policy is based on the Pupil premium 2018 to 2019: conditions of grant published by the Education and Skills Funding Agency (ESFA) alongside the Pupil premium: effective use and accountability guidance published by the Department for Education (DfE). In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

3. Eligibility and funding

Pupil premium funding is allocated based on the number of pupils on roll in January each year from the groups listed below. The government has announced that pupil premium and service premium rates will increase in line with inflation for the financial year 2020 to 2021 in April 2020.

Free school meals

Schools get £1,320 for every primary age pupil, or £935 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

From April 2020 the new rates will be:

- £1,345 per primary-aged pupil
- £955 per secondary-aged pupil

Looked-after and previously looked-after children

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

From April 2020, the new rate will be £2,345 per eligible pupil.

Service premium

The service premium is not part of the pupil premium as the rules to attract the service premium are different.

Schools get £300 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence
- This funding is to help with pastoral support.

From April 2020 the new service premium rate will be £310 per head.

Academically able pupils

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

4. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Academies will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. Not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help maximise pupils' progress and attainment so that they can reach their full potential.

5. Use of the grant

Evidence suggests that pupil premium spending is most effective when a tiered approach is used, targeting spending across the following 3 areas below, but focusing on teaching quality - investing in learning and development for teachers.

Teaching

Training and professional development for all staff to improve the impact of teaching and learning for pupils.

Academic support

Analysis of the main issues limiting their pupils' progress and attainment and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

The [Pupil Premium Guide](#) published by the Education and Endowment Foundation (EEF) provides more information about the tiered approach to spending.

Academies publish information on the use of the pupil premium on their website in line with the requirements set out in the funding agreement and the DfE's guidance on what academies should publish online.

The pupil premium strategy statement will detail:

- How the pupil premium is used
- The rationale for how the pupil premium is used
- The intended impact of the strategies detailed
- An evaluative summary of the impact of the pupil premium during the previous year
- An evaluative summary of the impact of the pupil premium to date where applicable

6. Accountability

Principals and Senior Leaders determine how to use the Pupil Premium grant in response to the specific priorities identified in their Pupil Premium Strategy, published online.

Principals and Senior Leaders are held accountable through:

- National performance tables detailing the achievement of disadvantaged pupils compared with their peers nationally
- The Education Inspection Framework
- The annual Education Challenge, Support and Intervention (ECSI) cycle, including the Full Academy Review (FAR) process and reporting to the Local Academy Committee (LAC)

Principals and Senior Leaders are expected to:

- Maintain a research-based approach to maximising the achievement of all pupils, including those eligible for pupil premium
- Regularly evaluate the achievement of all pupils, including those eligible for pupil premium, and adapt the academy Evaluation and Improvement Plan (EIP) in response to this
- Review the pupil premium spend in collaboration with the Regional Finance Officer and Head of Educational Finance through monthly Financial Challenge Support and Intervention meetings (FCSI).

Where applicable, Principals and Senior Leaders will also determine how to use the service premium in line with the principles detailed above.

7. Reporting

It is responsibility of the Principal and Senior Leaders to produce regular reports for those responsible for governance on:

- An outline of the provision and the impact of this since the last report to the Local Academy Committee
- An evaluation of the cost effectiveness, in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support

Where applicable, Principals and Senior Leaders are also responsible for reporting on the impact of the service premium in line with the principles detailed above.

8. Appeal

Any appeals against this policy will be through the Complaints Procedure.

9. Appendices

- i. Pupil Premium Strategy Statement – Primary Template
- ii. Pupil Premium Strategy Statement – Secondary Template
- iii. Pupil Premium Strategy Statement – Special Template