



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Glapton Academy Pupil Premium Policy

Review frequency: Annual

Approval: Trust Board June 2016, Updated September 2020 and 2021

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

To be read in conjunction with the Behaviour policy, Special Education Needs policy, Equality policy, Admissions policy, Safeguarding & Child Protection policy and Anti-bullying policy

Policy statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

All L.E.A.D. academies must have a strategy which sets out clearly for all stakeholders how Pupil Premium funding is allocated, how it is spent and what the impact of this expenditure has been.

All L.E.A.D. academies will ensure that there is an annual impact statement prepared to show how Pupil Premium funding has been used to diminish the difference in achievement for all eligible pupils. This will be carried out within the requirements published by the DfE, using the L.E.A.D Academy Trust proforma, and will appear on all academy websites.

For DfE information follow this link.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

The Pupil Premium

The Pupil Premium is a government initiative designed to target resources towards those pupils deemed to be from a disadvantaged background.

The PPG per-pupil rate for 2021 to 2022 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955
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	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Eligibility

Ever 6 free school meals children

For mainstream and special schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

For pupil referral units, the pupil premium for 2021 to 2022 will include pupils recorded in the January 2021 school census who have had a recorded period of FSM eligibility since May 2015, as well as those first recorded as eligible at January 2021.

For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 FSM.

Children with no recourse to public funds (NRPF)

For 2021 to 2022, pupil premium eligibility is being extended to pupils eligible for free school meals under the temporary extension set out in the coronavirus (covid-19): temporary extension of free school meals eligibility to NRPF groups guidance. As these pupils are not registered as eligible in the school census, eligible schools will need to make a claim for additional pupil premium funding for these pupils. Further details on the claims process for these pupils will be published in due course.

Children adopted from care or who have left care

For mainstream and special schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

For pupil referral units, the pupil premium for 2021 to 2022 will include post-LAC pupils recorded in the January 2021 school census.

Ever 6 service children

For mainstream and special schools, the service premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census as well as those recorded as a service child for the first time in the October 2020 school census.

For pupil referral units, the service premium for 2021 to 2022 will include these pupils, as well as those recorded as a service child for the first time in the January 2021 school year.

For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 service children. Service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes.

Core principles for expenditure

1. Whilst the DfE has not explicitly stated how this funding is to be spent in L.E.A.D Academy Trust we believe the funding should be directed towards activities and initiatives that will raise attainment for this group of pupils. The DfE states:

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

2. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:
 - teaching where there is a focus on teaching quality by investing in learning and development for teachers
 - targeted academic support such as tutoring
 - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.
3. Read the [pupil premium guide](#) from the Education and Endowment Foundation (EEF) for information about the tiered approach to spending.
4. Any pupils identified with barriers to accessing the full curriculum will be supported through a strong focus on literacy (reading, writing and communication) and numeracy. This support will be bespoke in order to sustain the greatest impact on pupil outcomes.
5. The quality of teaching opportunities at our academies are designed, delivered and evaluated to ensure that they meet the needs of all pupils and groups of pupils; the focus is on developing high quality lessons/quality first teaching as the norm rather than relying on interventions.
6. L.E.A.D. academies recognise that the development of the rounded individual is not achieved solely in a classroom environment. Out of class learning and enrichment forms a large part of our Trust work and should be considered as intrinsic to any academy's Pupil Premium spend.
7. All provision and intervention made for FSM, CLA and Services pupils is based on a sound analysis of individual needs in both English and mathematics. This will be accomplished via detailed data analysis, professional judgement and getting to know our pupils.
8. Not all pupils eligible for Pupil Premium funding will be in receipt of targeted interventions at the same time.

9. When evaluating the impact of provision, all data is analysed forensically through comparisons to national data and compares the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other pupils.
10. All staff and members of our Local Governing Bodies (AAB) are thorough in ensuring that the use of this funding contributes to pupil achievement. Where appropriate, Performance Management objectives will include reference to the use and evaluation of Pupil Premium funding.

Core expectations of our academies

1. All academies will develop and publish a strategy for the spending of the Pupil Premium allocation using analysis of performance data, taking account of the barriers for the eligible pupils and use quality research to provide a rationale for decisions.
2. All staff members have access to high quality and bespoke Continuous Professional Development (CPD) to gain training, expertise and experience in working to narrow the gaps in achievement between pupils eligible for funding through the Pupil Premium and all other pupils. This is achieved through our Teaching School Alliance and Pupil Premium Network meetings.
3. All L.E.A.D. academies work in collaboration, where appropriate, with local partners to support high quality provision for our pupils eligible for Pupil Premium funding.
4. A designated senior leader has a clear overview of Pupil Premium funding allocation, spend and impact. The senior leader with responsibility is held to account by the Headteacher and will be delegated the monitoring and evaluation responsibilities as set out in the Trust Monitoring and Evaluation Policy.
5. All teachers are expected to know the pupils they teach who are eligible for Pupil Premium funding and are held accountable for their progress.
6. The Director of Schools will have the responsibility for the oversight of Pupil Premium funding and will be involved in the decision making and challenge of how this funding is spent. The local Academy Advisory Board and the trust receive summary reports and can challenge decisions made by the academy.
7. All strategies funded through the Pupil Premium are aimed at accelerating progress, ensuring that pupils reach at least age related expectations and, where possible, beyond. Initially this will be in English and mathematics.

8. Pupil premium resources are used additionally to target able pupils to achieve the highest levels.
9. Schools can use Pupil Premium to support non-eligible pupils. These are those who are in contact with a social worker, used to be in contact with a social worker and are acting as a carer.
10. Clear and challenging success criteria are set for each pupil based on analysis of their needs.
11. Where appropriate, the following strategies may be used to support and extend pupils eligible for Pupil Premium funding and academies will refer to the Education Endowment Foundation to provide a clear rationale of their chosen strategy.
 - Individual/small group tuition in English and/or mathematics as need dictates
 - Investment in developing quality first teaching
 - Improving the quality of Feedback
 - Reducing class sizes in order to impact positively upon pupil outcomes with regular monitoring of impact recorded and evaluated;
 - Providing small group work with an experienced class teacher/subject specialist focused on overcoming gaps in learning, with regular monitoring of impact recorded and evaluated:
 - Learning support (1:1) to enable pupil to access learning fully and accelerate progress;
 - Focused work to raise self-esteem, support pupil welfare and extend personal development in order that pupils make appropriate choices in order to maximise learning opportunities.
 - Strategies for improving attendance, behaviour and/or family links as required.

Impact of provision will be evaluated by the Senior Leadership Team (SLT) in line management meetings with middle leaders and amended, where appropriate, where strategies are not providing the necessary outcomes. Strategies will be constantly under review to ensure maximum impact and value for money.

Reporting and accountability

It will be the responsibility of the Headteacher, or the named Pupil Premium Lead, to comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

The template will report on the following:

- an evaluation of the progress made towards diminishing the difference between those pupils eligible for Pupil Premium funding – FSM/ CLA/ Children of service personnel – and other pupils, as demonstrated through assessment data and comparisons with the same data for all other pupils. (Internal monitoring will be termly through the Director of Schools' QA visit and an annual report will be published on the academy website. Governors are encouraged to ask questions about the use of the PPG grant and scrutinise the Pupil Premium Strategy document prior to publishing.)
- an outline of the provision that has been agreed and implemented since the last QA visit.
- whether value for money is being achieved against the provision made using Pupil Premium funding.