



The Boston Witham Academies Federation

Haven High Academy

POLICY FOR SUPPORTING DISADVANTAGED CHILDREN AND YOUNG PEOPLE THROUGH PUPIL PREMIUM

OVERVIEW:

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on academy census figures for pupils. Pupil Premium is calculated by the number of FSM children at the academy in addition to the number of looked after children, and those who are deemed to be “Post LAC”. This funding should be used to address the needs of these “disadvantaged” children and young people and ensure they make at least expected progress in line with other learners. A premium has also been introduced for children whose parents are currently serving in the armed forces which is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main academy funding and it will be used by this academy to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

As of January 2015 the funding is as follows-

- FSM ever 6 £935 per child
- LAC £1900
- Post LAC (adopted from care, SGO or CAO) £1900
- Service children £300

The Academy recognises the importance of this area and has identified a Senior Leader as Pupil Premium Coordinator to ensure the funding is used effectively and to liaise with LA Coordinators and local school leaders.

OBJECTIVES

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these learners;
- The funding will be used to narrow and close the gap between the achievement of these children and “non Pupil Premium” learners within the academy and nationally;
- The academy will ensure that the additional funding reaches those who need it most and that it makes a significant impact on their education and lives;
- The academy will consider the progress of these learners compared with national targets as reported in Raise Online and put strategies in place where needed.

STRATEGIES

- Pupil Premium will be clearly identifiable within the budget ;
- The Chief Executive Officer, in consultation with the directors, governors and Pupil Premium Coordinator, will decide how the Pupil Premium is spent for the benefit of entitled learners ;
- The academy will assess what additional provision should be made for the individual learners ;
- The academy will be accountable for how it has used the additional funding to support the achievement of those learners covered by the Pupil Premium and the Head of Academy will report to the Local Governing Body and parents on how effective the intervention has been in achieving its aims;
- Since 2012, the academy has published a report on Pupil Premium on the academy’s website;
- The academy will ensure that parents, governors and others are made fully aware of the attainment of learners covered by the Premium ;
- The academy will seek to further develop strategies and interventions which can improve the progress and attainment of these learners ;
- The academy will track the impact of the strategies put into place through the funding to ensure the progress of these children and young people is at least good, and the gap between them and other children is narrowing;
- Following the Local Authority focus on “narrowing the gap” for disadvantaged children, the academy will work in partnership with local and national Pupil Premium Coordinators;
- The academy will monitor and evaluate the impact of the use of this funding in line with government and Ofsted guidelines.
- The academy commissioned an external PP review and implemented the recommendations as set out in the PP Action Plan.

OUTCOMES:

This policy will play an important part in the educational development of the individual learners who are entitled to the Pupil Premium.

We will ensure that these learners are treated equitably and that the additional funding is used well to address the challenges they face and therefore narrow the gap in attainment between them and other learners. The academy will use the additional funding to promote the achievement and

progress of all entitled learners, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including pupil premium.

LEADERSHIP:

The Pupil Premium Coordinator will monitor the use of PP funding and the impact on learners' progress. At least termly Faculty or Key Stage Leaders will provide analysis of the progress of groups of learners including PP and what intervention is in place to narrow the gap for those falling below expected progress. In addition the School Improvement Team and Achievement Progress Coordinators will focus particularly on the progress of disadvantaged learners and the provision seen in lessons to ensure teachers are targeting them effectively.

The PP Action Plan will be reviewed and the Strategy Plan will be updated annually.

QUALITY FIRST TEACHING:

Class teachers have the responsibility to know which of their learners are entitled to pupil premium funding and monitor their progress as a discrete group. Lessons should be planned to take into account the likely gap in attainment between a learner in receipt of PP funding and other learners of similar ability. Intervention should be targeted within the classroom and if necessary provision which is additional should be discussed with the Pupil Premium Coordinator. Class teachers and form tutors should use ClassCharts to produce a seating plan which amongst other things, clearly identifies learners who are in receipt of PP funding. Progress meetings will have a particular focus on disadvantaged learners.

Through wise use of this additional funding the academy is fully committed to ensuring that the individual needs of each entitled learner are met. As a result of the additional funding, these learners will make better progress and achieve higher standards that would have been likely without it, thus narrowing the gap.

EXTRA CURRICULAR:

Pupil Premium funding can also be used to enable these learners to participate in non-classroom based activities such as trips or sport. On an individual basis, consideration will be taken to fund out of school activities such as swimming training or the costs associated with belonging to a group such as the Scouts. This is in line with the academy's ethos of "working in partnership to raise achievement for all". If by being enabled to fully participate in these extra-curricular activities a learner's self-esteem is raised, it is likely their attitude to learning will also improve which will contribute positively to their overall attainment and educational progress. Faculty or Key Stage Leaders will monitor participation of this group of learners in their out of classroom activities and liaise with the Pupil Premium Coordinator to access PP funding if required.

K Albelda

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