

Birches Head Academy



Pupil Premium Policy (8.3)

Policy Information:

Policy Lead	VP
Date prepared	March 2022
Implementation Date	March 2022
Frequency of Review	Annually
Review Date	March 2023

Approved by Principal:

Katie Dixon

Approved by Chair of Governors:

Roisin Maguire



Frank Field
Education Trust

1. Policy Aim

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income and Service families. The extra funding is made available to help schools narrow the attainment gap that still exists between students from disadvantaged and more affluent backgrounds. It is important that this additional funding is used to implement interventions that are effective.

2. Relationship to Guidelines, Procedures, Other Policies & Legal Requirements

See Pupil Premium Procedure, Appendix 1, regarding the systems in place to support disadvantaged students.

3. Policy Statements

The Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes and improve their life chances. In order to do this, we will: identify the barriers; decide our desired outcomes with success criteria; choose our strategies which are effective and from this create a good audit trail in telling our story.

The Academy's annual development plan incorporates how pupil premium is to be spent depending on the needs of the cohort.

Key principles to guide our Pupil Premium strategy are:

- Having a Senior Leader with an overview of how Pupil Premium funding is being spent.
- Being relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- Maintaining high expectations of the target group from all staff and parents.
- Ensuring teachers know which students are eligible for Pupil Premium.
- Analysing which students are under-achieving and endeavouring to work out why.
- Using evidence to allocate funding to strategies that have been evidenced to be effective.
- Using achievement data to check interventions are effective and make adjustments where necessary.
- Having a named Governor who will challenge our use of the Pupil Premium.
- Demonstrating impact of pupil premium spending.

The Academy reserves the right to allocate the pupil premium funding to support any students or groups of students the Academy has legitimately identified as being socially disadvantaged. Any group will be made up of pupil premium children and non-pupil premium children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time

4. Role of the Principal

It will be the responsibility of the Principal, or a delegated member of staff, to produce regular reports for Governors on:

- The progress made towards narrowing the gap for socially disadvantaged students.
- An outline of the provision in place at the Academy.
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving particular provision, when compared with other forms of support.
- To ensure the PP statement and annual report on PP impact and spending is available.

5. Role of the Governing Body

The Governing Body will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged students. This task will be carried out mindful of any requirements published by the Department for Education.

6. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually and any recommendations for improvement will be made as required.

Appendix 1

Systems to Support Disadvantaged Students

Short term:

- Raising achievement and progress through the AIM meetings which are calendared throughout the year. The AIM meetings see key SLT and middle leaders discuss, plan interventions and review impact.
- Teachers are aware of pupil premium students in their classes and highlight these on their seating plans (class charts) to ensure they take responsibility for accelerating their progress. Teachers and leaders will track the progress of all vulnerable groups with the data analysis form.
- SLT link meet with Subject Leaders to discuss and track interventions and progress.
- GO4Schools used to track progress of groups of students and plan interventions.
- Attendance and behaviour monitored and managed daily.

Medium Term:

- Progress checks are done in line with assessment protocols.
- SLT specifically looks at Pupil Premium achievement and progress as a group.
- Data is provided to Subject Leaders regarding levels of progress in their groups.
- Reports on Pupil Premium are given to the Governors on Pupil Premium spending and impact.
- Standards of teaching and learning of disadvantaged students are monitored to ensure students are getting a good education in their everyday lessons.
- Attendance support including EWO support for any pupil premium student falling below Academy expectations.

Long term:

- Development plan is written including plans for Pupil Premium impact.
- Monitoring and tracking of national changes.
- Whole Academy data tracked.
- Most effective staff are deployed to key intervention groups.
- Use of half termly Intervention QA to monitor success of subject and whole Academy interventions and make adjustments if necessary.
- Teaching Assistants are skilled and accountable for performing specific roles in helping the most disadvantaged students' progress and teaching staff work with them to support learners.
- Annual report to Governors on Pupil Premium impact and spending.