



The Castle Partnership Trust

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Pupil Premium Policy

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Due for review: Summer Term 2022

This document details the Trust's approach to managing the Pupil Premium (the policy) and the use of available resources.

The DfE has given The Trust the freedom to use the Pupil Premium as it sees fit, based upon our knowledge of our students' needs.

'It's up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.' (DfE Pupil Premium Policy Paper, Updated January 2020)

However, the Trust is accountable for the use of this additional funding.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers, as evidence shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months (Children Looked After) and the children of service personnel.

For every student eligible for free school meals in Reception to Year 6 schools receive £1345 and in Years 7 to 11 schools receive £955 (Taken from Updated Government Costs released April 2020). Children of service personnel receive £310 (to help with pastoral support) and Children in Care attract a further £2345.

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

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how the Trust will ensure that the Pupil Premium allocated to us has an impact on narrowing the differences which currently exist between disadvantaged students and their peers. Pupil Premium funding and support within schools is not based on ability and we will therefore aim to support academically able pupils equally as well.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school community for how the Trust uses this additional resource to narrow the achievement gaps of students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium and take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support (EEF 2019 and DfE Jan 2020)

The Trust is aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4, there is specified information which has to be published on a school's website.

For the current academic year, we will publish: (based on the guidelines on gov.uk updated June 2021)

- how much pupil premium funding the Trust received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in the Trust's schools face
- how the Trust will use its pupil premium funding to overcome these barriers and the reasons for the approach chosen
- how the Trust will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, we will publish details of:

- how the Trust spent its pupil premium funding
- the effect that the pupil premium had on students

Through this policy, we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018 so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium the Trust will:

- Ensure that Pupil Premium funding allocated to our schools is used for its intended purpose. The Trust also recognises that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- Use the latest evidence-based research¹ on proven strategies which work to raise achievement of students and adapt these as necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used the Pupil Premium, so that parents and stakeholders are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, the Trust also recognises the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the schools and governing body.
- Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies the Trust uses to raise attainment will take these group and individual needs fully into account.
- Use High Quality teaching and learning as the preferred way to raise achievement in the first instance. The Trust will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way.
- Use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our students, staff, governors, directors and parents/carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at Trust schools.

In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Some students covered under the 'protected characteristics' of the Equality Act, especially minority ethnic, English as an Additional Language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, the Trust has also considered the Ofsted Inspection Framework (May 2019) which places a clear focus on enhancing children's cultural capital and reducing social injustice, thus improving the learning and progress of different groups and on reducing the difference in standards for different groups of students. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and/or who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged students, we will, however ensure that information about our responsibilities under the Equality Act 2010 (specific Duties and Public Authorities Regulations 2017) for other students for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, the school website and newsletters.

There will also be references to disadvantaged students in behaviour, admissions, SEND, Accessibility and Anti-bullying policies, as well as minutes of meetings involving directors/governors, the whole staff, and the SLT and school council.

ROLES AND RESPONSIBILITIES

We expect all members of our school communities, particularly staff and directors/governors to be committed to raising standards and narrowing the attainment gaps for our students.

The Heads and SLT

The Heads and members of the SLT are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in raising achievement for all of our students and with a particular focus on children from disadvantaged homes. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, they will make sure that raising achievement for children who are disadvantaged is a priority area of focus for the schools.

It will be the responsibility of each Head to ensure that each school is accountable for:

- raising achievement for all disadvantaged students
- outlining of the provision that has been made since the last annual report
- evaluating of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

- arranging and reporting on training and professional development for all staff to improve the impact of teaching and learning for pupils (DfE Jan 2020)
- identifying and acting upon the main issues stopping pupils from succeeding at school (DfE Jan 2020)
- exploring and reporting on wider approaches which may include non-academic provisions (DfE Jan 2020)

The strategic lead in each school for achievement has day to day responsibility for co-ordinating the implementation of this policy with regard to cohorts of children and for monitoring outcomes. The strategic lead in each school for line management of departments has day to day responsibility for co-ordinating this policy with regard to the performance of teachers and monitoring outcomes for subjects.

The Business Managers will monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

School Leadership Team (Heads of House/Heads of Faculty/Head of Inclusion)

The Heads of House, Heads of Year, Faculty and Inclusion are responsible for the welfare and achievement of students in their areas, especially those who are from disadvantaged homes. They will work with SLT and other staff to ensure that staff are given appropriate support and professional development opportunities to accelerate students' progress and attainment. School leaders will be directly responsible for setting the Performance Management (PM) objectives which will lead to raising achievement for children who are disadvantaged.

With SLT, school leaders are responsible for

- Raising achievement for all disadvantaged students
- Ensuring that disadvantaged children are properly equipped and resourced in order to take part in learning
- Ensuring that disadvantaged children have access to and take part in enrichment activities and trips.
- Ensuring that quality-first teaching raises achievement for disadvantaged children and that teaching staff are implementing the policy.

Heads of House/Heads of Faculty/Head of Inclusion have day to day responsibility for co-ordinating the implementation of this policy with regard to children in their House/Faculty/school and working with the strategic lead for achievement in order to achieve this.

Teaching and Support Staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that children from disadvantaged homes accelerate progress and make progress at least that of their peers. Strategies to accelerate progress include ensuring this group always completes homework to a high standard, always completes classwork and always has correct equipment,
- support disadvantaged groups of students in their classes through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind. For example, teachers will always check that a child who is disadvantaged and has been away, will be given the time in the lesson with the teacher as soon as practicable, so that the

teacher can explain what the child has missed. Where there is in-class support, the role of the TA is always to make sure all the disadvantaged children have the correct equipment, are up to date and have completed homework.

- keep up-to-date with teaching strategies and research, which have proven track record in raising achievement especially for disadvantaged children.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

Staff will be responsible for monitoring support and progress for all students in receipt of this support at the relevant Key Stages for their school.

Board of Directors

Our Board has an important role in ensuring each school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Our Board, through delegated responsibility to named Governors, will conduct regular reviews to monitor the use of the Pupil Premium. In monitoring and evaluating the work of each school in relation to the Pupil Premium, the Board will consider a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Directors will ensure that there is an annual statement on each school website on how the Pupil Premium funding has been used to address the issue of reducing difference in our school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in raising achievement for disadvantaged students. This will allow us to adjust if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in raising achievement. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, students, directors, governors, parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published on the school websites (with paper copies available on request in the school offices).

APPEALS PROCEDURE

Any appeals against this policy can be made through the Trust complaints procedure.