



# Granville Academy

## Pupil Premium Policy

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Approval needed by:	LGB
Consultation required	
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## 1. What is 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') and Service Children including those who were eligible for the Service child premium at any point in the last three years (known as 'Ever 3 Service Child'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Research has shown that there are inequalities between students eligible for Free School Meals (FSM) and their peers in areas such as attainment, exclusion rates and school attendance.

## 2. Purpose and aims of the policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium (see Pupil Premium Strategy for detailed plans) allocated to us has an impact on closing the attainment gaps which currently exist between our disadvantaged students and their peers. As an Academy in receipt of Pupil Premium funding, we are accountable to our parents and Academy community for how we are using this additional resource to close the achievement gaps of our 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.

We are aware that under The Academy Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on an Academy's website. Section 9 of this regulation requires academies to publish 'The amount of the Academy's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at Academy in respect of whom grant funding was allocated'.

In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

At Granville Academy, our core ethos is to help all students overcome barriers to learning and to treat all students as individuals. To avoid where possible, labelling them as part of a statistical group. We challenge the underperformance of all students and believe that improving the first quality teaching for all students lies at the heart of improving the statistical gaps in attainment. Thus underpinning the Academy and the Trust's vision.

## 3. Development of the policy

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. We have also taken into account the Ofsted Inspection Framework 2019, which places a strong focus on improving the learning and

progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

For the academic year 2019-20, Granville received £199,155. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our student needs.

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

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise 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 Pupil Premium does not equate with pupils 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 school and governing body.
- recognise the fact that Pupil Premium pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils 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.
- Use The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit

We recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

#### 4. Roles and Responsibilities

We expect all members of our Academy community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for all our students.

##### The Principal and the Academy Leadership Team

The Academy Leadership Team at Granville Academy are responsible for the implementation of this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of all our students, and that disadvantaged students remain a high profile cohort



within the Academy. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate student's progress and attainment.

It will be the responsibility of the Principal to report to Governors on:

- the progress made towards narrowing the gap, by year group, for disadvantaged students,
- an outline of the provision that has been made since the last report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The Assistant Principal with responsibility for Pupil Premium has day-to-day responsibility for the implementation of this policy and the monitoring of its outcomes.

- Create a 3-year plan for spending, desired impact and focus for Pupil Premium.
- They will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding.
- They will also check to see that it is providing value for money.
- They will produce the report for the Principal to feedback to Governors

### Teaching and support staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- have knowledge of disadvantaged groups of students in their class, identify gaps in these students' knowledge and plan to close these gaps through effective teaching quickly and effectively using various methods including effective assessment for learning, planned questioning, pre and post assessments and whole class marking.
- Identify and plan for those who find aspects of learning difficult, and that who are in danger of falling behind including those that are frequently absent.
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement – staff will use Ambition Institute CPD training.
- evaluate the PP student progress within their department and within their class. To put intervention into place at the earliest opportunity to ensure student progress.
- Evaluate the impact of Pupil Premium grant within their area or following a successful Pupil Premium bid

### House Leaders, Tutors and Support and Guidance staff

Through the development of a holistic vision of students in their house, House Leaders, tutors and Support and Guidance staff will:

- monitor the attendance of all students in their House, and especially on levels and patterns of attendance for disadvantaged groups
- monitor the progress of students within their house to ensure pupils from disadvantaged backgrounds are making progress across the whole curriculum with support from the Assistant Principal for Pupil Premium.

- support disadvantaged groups of students in accessing the curriculum through the identification of barriers to learning and finding strategies to remove these barriers
- to work with parents of disadvantaged students to ensure financial support is given when required, and support families to apply for Free School Meals.
- to work with parents of disadvantaged students to encourage attendance at Academy functions

### Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account 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 beginning of the academic year, our Governors will ensure that there is an annual statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our Academy and the impact this has had (using GCSE summer outcomes).

## 5. Monitoring and Reviewing the policy

In line with the latest guidance from the DfE (July 2019) we have moved away from full annual reviews to a 3-year strategy plan for our Pupil Premium use, with light touch annual reviews. Although we will still review on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Pupil Premium Policy and Pupil Premium Strategy will be reviewed on an annual basis and adjustments to the 3-year strategy will be made according to the impact the Academy is having in narrowing the gaps.

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 ongoing evaluations of the strategies we are using such as work evaluated and shared during RADY network meetings, latest information from Education Endowment Foundation.

## 6. Disseminating the policy

This Pupil Premium policy along with Pupil Premium Reports detailing actions will be published on our website (with paper copies available on request in the Academy office).

The Pupil Premium Policy will also be included in the staff handbook and as part of induction for new staff.

## 7. Summary of current provision for Pupil Premium students

- Support for classroom resources – Technology
- Provision of classroom materials – Ipad, Scientific Calculator
  - Smaller groups sizes for lower ability
  - Transition Classes



- Intervention groups for GCSE classes
- Costs of university visits
- Costs for trips, uniform, travel, etc
- Staffing for extended opening hours for the Learning Resource Centre, before and after school Homework Club with staff to support learning
- Access to computers before, after school and the Learning Resource Centre with staff support
- Behaviour mentor
- Numeracy support for lower attaining students
- Most Able external mentoring
- Reading programme with the Learning Resource Department