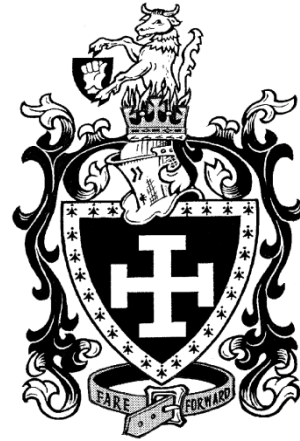



# **Buckler's Mead Academy**



## **Policy Document**

### **PUPIL PREMIUM POLICY**

|  |  |
|--|--|
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| <b><i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i></b> |  |

# PUPIL PREMIUM POLICY

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## 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

## 2. Legislation and guidance

The policy is based on guidance from Education Endowment Foundation Research Papers (Guide to Pupil Premium and The Attainment Gap 2017) and latest guidance published by [www.gov.uk](http://www.gov.uk). This policy is also based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency.

In accordance with this guidance the academy will publish the following-

- how much pupil premium funding you received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in your school face
- how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen
- how you will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, it is recommended to publish:

- how you spent your pupil premium funding
- the effect that the pupil premium had on pupils

Details of the above, can be found in the Academy Pupil Premium Plan which is published on

The Pupil Premium Plan has also utilised research and publications relating to working with Pupil Premium students include (but is not limited to) Sutton Trust Research; Marc Rowland (Learning without labels, The Pupil Premium Guide) and Daniel Sobel ( Narrowing the Attainment Gap)

### 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The academy will use the grant to support these groups, which comprise students with a range of different abilities, to remove the barriers to learning, raise aspirations and to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. Similarly we recognise there are many complex factors that affect student attainment. The grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Research indicates a that student attainment is affected by the strong link between deprivation and exposure to experiences which help to build students' aspirations, cultural capital and inspire a lifelong love of learning. Buckler's Mead academy seeks to address these too, supporting enrichment activities as part of the academy's wider curriculum offer.

### 4. Use of the grant

#### 4.1 Contextual Information

Buckler's Mead Academy has 793 students on roll and 296 of these are identified as Pupil Premium students (Based on school Data November 2019). The breakdown of the Pupil Premium cohort is as follows-

|                              |      |
|------------------------------|------|
| <b>Deprivation Indicator</b> | 83%  |
| <b>Service Child</b>         | 18%  |
| <b>Adopted from Care</b>     | 0.7% |
| <b>Child Looked after</b>    | 0.7% |
| <b>Free School Meal</b>      | 63%  |

#### Additional Information

83/295 28% of PP are coded E and K on the SEN Register.

83/149 55% of BMA students on SEN register are PP.

Our catchment- Most students live in neighbourhoods classified as “highly deprived” within the 20% most deprived in England according to the IDACI (Income Deprivation Affecting Children Index), namely Yeovil Birchfield, Yeovil Penn Mill North and Yeovil Sherborne Road.

## 4.2 Barriers to Learning

Buckler’s Mead Academy’s Pupil Premium Plan has been written to address the following academic and external barriers that have been identified as potential challenges to pupil premium students both in this area and nationally.

| Academic barriers: |  |
|--------------------|--|
| A                  | Attendance- factors around low attendance such as school refusal, persistent absenteeism and parental condoned absences. Low attendance is also a significant factor in underachievement and progress.   |
| B                  | Gaps in knowledge, compared to NPP students, and this makes learning harder. Background knowledge is better for cognitive skills – helping students to make connections and learn more.  |
| C                  | Low literacy, numeracy and prior attainment on entry in Year 7.  |
| D                  | Attitude to Learning & developing Independent Learners- Students sometimes are not aware that hard work out of lessons and perseverance will make a difference to their achievement in school. Students often don’t stay after school for revision sessions, struggle to revise at home and do home learning.  |
| E                  | Behavior for learning- social, emotional and mental health impacting on a students’ progress, mind set for learning and participation in the curriculum  |
| F                  | Aspirations- due to the geography of Yeovil, some students do not leave the locality and have limited exposure to cultural opportunities, some do not have any interests or hobbies, whilst others have limited aspirations for future employment as a consequence of their context. This impacts on the value they attach to learning, their resilience and the goals they strive towards.  |
| G                  | Resilience- students to need to be stretched and supported to leave their comfort zone.  |
| External barriers  |  |
| F                  | Parental factors- a) engagement with the academy b) supporting home learning c) often (but not exclusively) a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation d) Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this. e) Poor family relationships between parents and siblings; poor role modelling and student struggles to sustain their own friendships so avoids school or has a miserable time as a result of friendship issues. |
| G                  | Equipped for learning- many students are disorganized or lack the funds to equip themselves properly for learning.   |
| H                  | Social issues in the wider community- County Lines, risk taking behavior and substance misuse, unstructured time and instances anti-social behavior.   |

|   |   |
|---|---|
| J | 50% of all SEMH students in primary schools in Yeovil attend BMA. |
|---|---|

### 4.3 Our Ethos and Approach

Buckler's Mead uses an evidence based approach to removing barriers, raising the progress and achievement and addressing the wide range of needs for our Pupil Premium students. It also seeks provide a personalised approach to meet the needs of individual students as well as whole cohorts.

The Academy has adopted the approach stipulated in The Education Endowment Foundation's 2019 guidance. This advocates that Pupil Premium spending should follow a three tiered approach to improve its provision and outcomes for students. The tiered approach should be as follows-

- 1) Spending on Teaching
- 2) Spending of targeted academic support
- 3) Spending on wider strategies.

The recommendations from the EEF along with research from the Sutton Trust and wider sources have been used to inform planning. Feedback and information from parent, student and staff voice have also been factored in as well as evaluating previous strategies used by the academy.

### 4.4 Buckler's Mead Academy's Pupil Premium Plan

Buckler's Mead Pupil Premium Plan is broken down into three key areas of focus:

- 1) Raising attainment and achievement
- 2) Inclusion- Behavior, attendance and transition
- 3) Raising aspirations and removing barriers to learning.

These areas of focus have been identified in response to the barriers for learning (see 4.2) and the recommendations of research.

Each area has a list of success criteria and targets which are reviewed termly to assess progress. This is shared with the Link Director for Pupil Premium as well as the Directors committees- Teaching and Learning & Behavior and Welfare.

Some examples of how the academy may use the grant include, but are not limited to:

- English and Math 1-2-1 Tuition for KS4 students
- Purchase of resources and course materials for students to support and facilitate access to the curriculum.
- Purchase of resources to support the development literacy and reading.
- Out of Hours Learning and opportunities for Independent Study
- Year Coordinator interventions for individuals/groups to remove barriers to learning.
- Student Services to support families and students.
- Thrive Base and School Counsellor to support the emotional and social needs of students.
- Trips and cultural experiences run by departments and year teams.

- CPD and staff training (support and teaching) on working with disadvantaged students.

Our pupil premium strategy is available here:

<https://bucklersmead.com/wp-content/uploads/2019/12/Buckler%E2%80%99s-Mead-Academy-Pupil-Premium-Strategy-Statement.pdf>

This information is published on the academy website in line with the requirements set out in our funding agreement and the DfE’s guidance on what academies should publish online (see Section 2).

#### 4.5 Accessing Pupil Premium funding

The Pupil Premium Budget has been subdivided into three separate budgets. The amounts for each budget correspond to the costing needs and requirements. These budgets are reviewed throughout the course of the academic year and funds will be redistributed, where necessary, according to current need and to ensure students receive good value for money. The budget will be used to cover staffing costs and resources required as well as to fund additional interventions, initiatives and projects.

|   |            |
|---|------------|
| <b>Raising attainment and achievement</b>               | P Balkwill |
| <b>Inclusion (Behaviour, attendance and transition)</b> | C Fletcher |
| <b>Raise aspirations and remove barriers</b>            | C Fletcher |

Academy staff can access funds from any of these budgets through completion of a bid document. The bid document is intended to cover the following areas-

- Rationale
- Outline of plan and use of spending
- How Impact will be measured
- Evaluation

All bids should be passed to the SLT members responsible for Pupil Premium (Craig Fletcher or Paul Balkwill) for approval. No funds should be requested or released without approval of a completed bid document. The Senior Leaders responsible for Pupil Premium should ensure that funds should be spent on actions that fulfil the three areas of focus. Moreover, these persons should ensure that all successful bids are implemented, evaluated for impact and records kept to inform future planning.

#### 4.6 Responsibility for allocation of spending

|  |                |
|--|----------------|
| <b>Target Allocated Budget</b>                             |                |
| <b>1) Raising attainment and Achievement</b>               | Paul Balkwill  |
| <b>2) Inclusion (Behaviour, attendance and transition)</b> | Craig Fletcher |
| <b>3) Raise aspirations and remove barriers</b>            | Craig Fletcher |

Budget allocation is determined at the beginning of each academic year and reviewed termly to guarantee value for money. These allocations are agreed by the Head teacher and board of directors. The persons responsible for these budgets are accountable to the Head Teacher and Directors to outline how funding has been spent and the impact of these interventions and actions.

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Years 7-11

Eligible pupils fall into the categories explained below.

### **5.1 Ever 6 free school meals**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### **5.2 Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### **5.3 Post-looked after children**

Pupils recorded in the most recent January census and alternative provision 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.

### **5.4 Ever 6 service children**

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

## **6. Roles and responsibilities**

### **6.1 Head teacher and Senior Leadership team**

The head teacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school



- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with a range of agencies where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

## **6.2 Directors**

The governing board is responsible for:

- Holding the head teacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the head teacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the head teacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

## **6.3 Year Coordinators**

- Being a visible champion and advocate for Pupil Premium students within their year and across the academy.
- To have read and have knowledge of the Pupil Premium Plan and an awareness of their contribution to it.
- Keeping up to date records and evaluate the impact of their work.
- Presenting to Directors, Senior Leadership and the Head Teacher on the work they have undertaken to support PP students and its impact.
- Knowledge of all students within their year group who are eligible for funding and their barriers to learning.
- Lead, direct and coordinate year teams in delivering actions/interventions to support Pupil Premium students.
- Working with students, staff, parents and agencies to overcome barriers to learning.
- Build rapport and relationships with PP students and their parents/guardians to support and facilitate positive outcomes for the students
- Using data to monitor and take appropriate action to support and improve PP students attendance and behaviour.
- Implement individual or group interventions, using funding where appropriate, to overcome barriers to learning and contribute to the Academy's three areas of focus.

## **6.4 Heads of Department**

- Being a visible champion and advocate for Pupil Premium students within their department and across the academy.
- Setting high expectations for all pupils, including those eligible for the pupil premium
- To have read and have knowledge of the Pupil Premium Plan and their contribution to it.
- Presenting to Directors, Senior Leadership and the Head Teacher on the work they have undertaken to support PP students and its impact.
- Knowledge of all students linked to their subject area who are eligible for funding and their barriers to learning.
- Lead, direct and coordinate department teams in delivering actions/interventions to support Pupil Premium students.
- Oversee and ensure that personalised learning strategies to support PP students are implemented and up to date records are kept for this.
- Work with students, staff, parents and agencies to overcome barriers to learning.
- Using data to monitor and take appropriate action to support and improve PP student's progress and achievement.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Promote an inclusive and collaborative ethos in their departments which enables students from disadvantaged backgrounds to thrive.

## **6.3 Teaching and Support staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium. Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- To have read and have knowledge of the Pupil Premium Plan and their contribution to it.
- To implement personalised learning strategies to support PP students and keep up to date records of actions taken to support.
- Promote an inclusive and collaborative ethos in their classrooms which enables 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 gaps can be narrowed and improvements maintained,
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- To analyse class data to identify underachievement and take all reasonable steps to address this.
- Sharing insights into effective practice with other school staff

## **7. Monitoring arrangements**

This policy will be reviewed annually by the Assistant Head teachers responsible for Pupil Premium and the Head teacher. At every review, the policy will be shared with the board of directors. Use of funding and budgeting will also form part of this process.

## **8. Links with other policies**

This policy is linked to

This policy is linked to

Special Educational Needs Policy

Behaviour for Learning Policy

Teaching & Learning Policy