



## Policy Title: Pupil Premium

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Responsible for Review:	N Bromley-Smith/C Dunleavy/L.Wainwright

**United Endeavour Trust**  
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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## United Endeavour Trust Pupil Premium Policy

### CONTEXT

Pupil premium funding is based on the census for mainstream schools. Pupil premium funding for the financial year starting on the 1<sup>st</sup> of April; therefore, be based on the previous October census instead of the January census as would have previously been the case.

The Pupil Premium funding was introduced in April 2011 and is allocated to children in the following groups:

#### **1. Ever 6**

Pupil premium is based on ever 6 free school meals, whereby pupils recorded as eligible for free school meals at the time of the October census, or at any point in the previous 6 years, will attract pupil premium funding.

This means pupils having been recorded as eligible for free school meals as per the GOV.UK criteria.

[Apply for free school meals - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

#### **2. Children adopted from care or who have left care**

Allocations for previously looked after children (post-looked-after children) will be based on the October census for mainstream schools.

#### **3. Looked-after children**

For guidance, please refer to the LAC policy.

#### **4. Ever 6 service children**

Service children are not disadvantaged but share the pupil premium payment process. Service child premium allocations are based on the October census for mainstream schools.

This means that pupils recorded as eligible for the service child premium since the census as well as those recorded as a service child for the first time on the school census.

##### **1. Ever 6**

The pupil premium will include pupils recorded in the school census who are known to have been eligible for free school meals (FSM), as well as those first known to be eligible.

##### **2. Children adopted from care or who have left care**

Pupil premium will include pupils recorded in the school 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 (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### **3. Ever 5 service children**

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the school census who was eligible for the service child premium since the census as well as those recorded as a service child for the first time on the school census.

Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the school census.

Parents must contact the school if they feel that their child is eligible for support as a pupil premium student and the school is unaware.

The government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for Pupil Premium and their peers by ensuring that funding to tackle disadvantages reaches the pupils who need it most.

#### **PRINCIPLES**

##### We are committed to:

- Ensuring that every young person eligible for Pupil Premium benefits directly via this additional funding and is in no way disadvantaged when compared to their peers.
- Striving to close the gap\* between Pupil Premium students and non-Pupil Premium students.

\*" Gap" refers to narrowing the attainment gap between groups and individuals.

##### Our aims:

- We endeavour to push all students eligible for Pupil Premium to make the academic progress of which they are capable and to achieve expectations in line with their ability, talent, and aspiration.
- To ensure that there is transparency through our reporting mechanism; to demonstrate how and why this funding has been spent, and to show the impact of that spending.
- To allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being disadvantaged.

#### **PRACTICE**

The United Endeavour Trust's practice seeks to comply with the DFE's recommendations which are in the best interest of the individual. We will measure the impact of Pupil Premium funding, review this policy and evaluate the Pupil Premium provisions on a systematic basis. Additionally, the United Endeavour Trust's Pupil Premium strategy will be reviewed and published annually.

A member of the Senior Leadership Team at each academy will lead and manage Pupil Premium progress.

At Newcastle Academy the lead is Nicola Bromley-Smith (Vice Principal)

The governor responsible for Pupil Premium is Vickie Recine

At Clayton Hall Academy the lead is Chris Dunleavy (Assistant Principal)

The governor responsible for Pupil Premium is Andy Mackay-Astley

At Sir Thomas Boughy the lead is Louise Wainwright (Vice Principal)

The governor responsible for Pupil Premium is Donna Wilcox

### **PROVISION**

The range of provision the governors and academy leaders may consider making for this group of learners may include:

#### **Teaching and Learning (Quality First Teaching)**

Focus on achievement to ensure that PP students:

- Make expected progress in all areas of the curriculum
- Make significant improvement if below their target grade
- Ensuring all students reach their full potential
- Ensure high quality teaching is in place, alongside rigorous assessment, and feedback to maximise progress.

#### **Tracking and Intervention**

- Provide bespoke intervention for those students in need of additional support and challenge, which improves rates of progress.
- Identification of barriers to learning by a nominated staff member within the schools to raise rates of progress.
- Scrutinise attainment and progress data by Pupil Premium group and identify students requiring further intervention.
- Use of wider resources to enhance learning. This may include opportunities such as 1:1 tutoring, Accelerated Reader programmes, Pixl, and EEF strategies.

#### **Behaviour, Attendance and Emotional Well-Being**

- Scrutinise tracking data on attendance and behaviour by Pupil Premium group and identify students needing intervention.
- Use of the emotional coaching and inclusion hubs to provide turn around and emotional and behavioural support for Pupil Premium students (assigned as per academy provision).
- Use of alternative provision to significantly reduce the risks of becoming NEET and the impact that this can have on life chances.
- Use of external partners to enhance well-being.

#### **Transition and CEIAG**

- Provide support for students as they move from phase to phase within their education in order to remove barriers to confidence via high quality relationships and monitoring.
- Provide additional careers support for targeted Pupil Premium students.
- Ensure that all pupil premium students have clear post 16 plans which are monitored post GCSE.
- Ensure that Year 7 students are monitored closely to embed them positively into life at key stage 3, to include routine contact with parents/carers.

#### **Parents and Carers**

- Ensure mechanisms are in place for effective communication, support, and involvement of Pupil Premium parents.

#### **Enrichment and Wider Opportunities**

- Ensure that Pupil Premium students are supported to discover the means with which they can access a wider set of opportunities outside of school, to enrich their life experiences.

- Ensure that Pupil Premium students are supported in school to undertake leadership roles to develop confidence, such as become Prefects/Lead Learners.

#### **Student Voice**

- Ensure that the views and suggestions of Pupil Premium students are heard and help to shape the strategic plans relating to future developments within our Academy.

#### **QUALITY ASSURANCE OF PUPIL PREMIUM ACTIVITY**

- Ensure that all whole school monitoring activities evaluate and report on impact on outcomes for Pupil Premium students.
- Team Improvement Plans incorporate team level scrutiny and quality assurance which reports on impact on outcomes for Pupil Premium students.
- Pupil Premium Learning Walks for lesson and social time will report general observations on provision for, and engagement of, Pupil Premium students.
- The Multi Academy Trust Board and Governing Body receive termly monitoring reports on progress against plans and student outcomes.
- All plans and monitoring reports are published on the Academies' web sites annually.

#### **COVID-19**

In March 2020 and January 2021, COVID-19 affected education with schools closing their doors to the public with the exception of Key Workers and vulnerable pupils. Instead, schools supported pupils in learning from home with online tasks. United Endeavour Trust recognised the difficulties this could pose particularly for pupils that receive Pupil premium funding. Research showed that most Pupil Premium children were more likely to suffer as a result of their families being less able to support their attainment and put considerations for schools on their return that these pupils would need further support to bridge the gap between themselves and that of their peers. Strategies including small group or 1:1 tutoring to support pupils in being ready for their next stage of education in addition to other possible interventions. This is of high priority and will continue to be for the foreseeable future as pupil's transition back into school.

As part of the Covid-19 recovery plan, we will use additional allocated funding to support pupil premium students in order to minimise the impact of lost learning.

## EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Pupil Premium Policy					
PART 1	Positive Impact – reducing inequalities					
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i>  <b>D</b> = Disability, <b>GA</b> = Gender reassignment, <b>P</b> = Pregnancy &amp; Maternity, <b>R</b> = Race, <b>R/B</b> = Religion or Belief, <b>S</b> = Sex, <b>SO</b> = Sexual Orientation, <b>A</b> = Age, <b>M/CP</b> = Marriage and Civil Partnerships</p>	<p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b></p> <p>All students from PP backgrounds should have their needs considered and positively supported. Support will be based on need and funding allowance.</p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b></p> <p>No</p>					
Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
<b>D</b>	✓	✓			✓	✓
<b>GA</b>	✓	✓			✓	✓
<b>P</b>	✓	✓			✓	✓
<b>R</b>	✓	✓			✓	✓
<b>R/B</b>	✓	✓			✓	✓
<b>S</b>	✓	✓			✓	✓
<b>SO</b>	✓	✓			✓	✓
<b>A</b>	✓	✓			✓	✓
<b>M/CP</b>	✓	✓			✓	✓
<b>Equality Impact Assessment of UET Policy</b>	<b>Records</b>					
<b>Name of person responsible for policy</b>	N Bromley- Smith/ C Dunleavy/ L. Wainwright					
<b>Date of EIA of Policy</b>	24/04/21					

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of UET Policy	Evidence
<b>PART 2</b>	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>What is the evidence for your answers above? (list any quantitative and qualitative)</b></p> <ul style="list-style-type: none"> <li>An annual plan and review of outcomes guides work and provision to support PP students. This is published on the school website and Quality Assured by the PP Co-ordinator and CEO</li> <li>The CEO is a national system leader for PP and conducts the annual review to the National College for Teaching and Leadership, DFE approved, review tools.</li> </ul>

Equality Impact Assessment of SNT Policy	Conclusion
<b>PART 3</b>	
<b>Summary of findings</b>	Provision is measured against outcomes and improvements made annually to support PP students

Equality Impact Assessment of SNT Policy	Next steps		
<b>PART 4</b>			
<b>Category</b>	<b>Actions</b>	<b>Target Date</b>	<b>Person responsible</b>
<b>Next Steps – Action Plan</b>			
<b>Practical changes required to reduce adverse impact</b>	Staff training to continue to develop practice to support PP students and narrow gaps to include clear strategies for all identified pupil premium students.	2022	NBR/CDU/LWA
<b>Monitoring and evaluation and Review (publish revised policy)</b>	MAT Board and Governors via CEO/Principals’ Report termly report	Termly	NBR/CDU/LWA