

# Pupil Premium Policy



ADVANTAGE  
S C H O O L S

**Approved by:** Finance, Audit & Resources

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## Introduction

Our vision as a Trust is:

***“to create a family of schools, within which students are empowered and supported to achieve extraordinary outcomes – preparing them for a fulfilling life.”***

We will be distinctive not just in what we do but how we do it, abiding by our values of

- **Aspiration** - the belief that everyone can achieve something great - and does their best
- **Honesty** - being truthful, genuine, open and trustworthy
- **Respect** - caring for the feelings, wishes or rights of others & yourself

At Advantage Schools, we believe that every pupil is capable of great things within the right learning environment. We believe, given the right circumstances, all pupils are capable of extraordinary things.

As in the words of HM Chief Inspector Amanda Spielman ...”*Fundamentally education is about making sure the next generation have everything they need to realise their potential. That means offering them a broad and rich curriculum which gives them the knowledge and skills that will set them up for success in further study and the world and work.*” (7 Feb 2019)

Our aim is that pupils who come to any Advantage Schools school will exceed expectations and overcome any barriers to achieve their full potential.

The effective use of pupil premium is integral to supporting us in this mission from the most severely disadvantaged to the most gifted.

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on ensuring that our disadvantaged pupils make maximum progress. We do not talk about ‘closing the gaps’ as one might be able to do this by depressing the performance of one group, but rather by ensuring we aim very high for all pupils, and explicitly those who come from disadvantaged backgrounds and attract the pupil premium.

## Pupil Premium

The most significant factor in predicting a child’s future academic achievement is prior attainment.

The next most important factor is poverty. Material deprivation can effect a child’s educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors that can influence children’s outcomes: ill health; family stress; low levels of parental education and parental involvement in their child’s education; low levels of cultural and social capital; and low aspirations

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others, at all educational stages.

At Advantage Schools we are wholeheartedly committed to ensuring that all pupils make maximum progress and maximise achievement. This is especially true for disadvantaged pupils in order to contribute to a society where a pupil’s life chances are not determined by the income of their parents.

We are also aware that not all disadvantaged students are registered as “free school meals” and as such acknowledge our role in allocating funds according to those pupils that the school additionally identifies.

Similarly, not all students in receipt of the funding will be underachieving and these will have the opportunity to access other enrichment or academic interventions.

And finally, we are committed to engaging with all stakeholders on the issue of pupil premium. Engagement with our parent body is one of our founding principles and great strengths at Advantage Schools and

appropriate consultation we believe will allow us to maximise the effect of interventions and target our spending more effectively.

## Allocating funding and provision

Our schools allocate funding in five key areas – improving teaching and learning, strategies to support individual learners, pastoral support, character development and enrichment opportunities. Research from the Sutton Trust is used to ensure interventions have a research base which suggests that they are effective but our knowledge of our pupil body and analysis of their barriers to learning will be the main driver in choosing interventions.

## How we will make decisions regarding the use of the Pupil Premium

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

- Ensure that Pupil Premium funding allocated to each school is used primarily 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 free school meals 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 FSM. 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 free school meals 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 disadvantaged 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.

## Responsibilities

Principal / Head of School	Prepare annual report to governors of their school and Trustees
Executive Principal	Oversee PP Policy and coordinate its implementation. Remain up to date with latest research and effective practice
Teaching and Support staff	Have high expectations of all pupils. Ensure planning and detaching are sufficiently differentiated
Governors / Trustees	Monitor and evaluate the implementation of the policy. Produce annual statement to parents
Chief Financial Officer	Monitor use of pupil premium funding and ensure value for money

## **Monitoring and reviewing the policy**

Each schools work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow them to make adjustments 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 schools are having in narrowing the gaps. 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.