

# Pupil Premium Policy



ADVANTAGE  
S C H O O L S

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**Contents**

Introduction..... 3  
Pupil Premium ..... 3  
Allocating funding and provision ..... 3  
How we will make decisions regarding the use of the Pupil Premium ..... 4  
Responsibilities ..... 4  
Monitoring and reviewing the policy ..... 5

## Introduction

**Purpose and mission:** Advantage Schools exists to ensure that young people become educated such that they may contribute to humanity's intellectual growth and have opportunity to shape the future.

**As a trust, we believe:**

- the pursuit of truth is noble and just
- all individuals can become educated
- schools should make no exceptions in their high aspirations
- disadvantaged pupils deserve the best schools and we can break the link between demography and destiny

**As a trust, we aim:**

- To ensure **all** pupils benefit from learning a high quality, academic, knowledge rich curriculum
- To ensure **all** pupils make maximum progress and achieve good outcomes
- To ensure disadvantaged pupils achieve very highly in our schools
- To offer life changing experiences for our pupils via an entitlement to enrichment for all
- To ensure our enrichment curriculum adds value to the academic curriculum and is accessible to all pupils, regardless of family income

The effective use of Pupil Premium is integral to supporting us in this mission our approach to provision is to place disadvantaged children and those with additional learning needs at the centre of our provision.

The purpose of this policy is to outline how we will use the Pupil Premium allocated to ensure our disadvantaged pupils make maximum progress and access their school's enrichment curriculum. 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 to make no exceptions in our high aspirations 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 affect 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. This gap persists despite significant spend on pupil premium since 2010.

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 predominantly determined by the income or education 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 stakeholders on the issue of Pupil Premium.

## Allocating funding and provision

Our schools allocate funding in five key areas: improving teaching and learning; strategies to support individual

pupils; pastoral support; character development; and enrichment opportunities. Knowledge of our pupil body and analysis of their barriers to learning will be the main driver for school actions, informed by research generated by bodies including but not limited to the Sutton Trust, the Education Endowment Foundation and the Social Mobility Commission.

## 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 to address barriers and make no exceptions in our high aspirations.
- Use evidence-based research to identify the highest-leverage strategies that work to mitigate the impact of disadvantage on pupils, adapting as necessary to meet our pupils' needs.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents and other interested stakeholders 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 its 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.

Some of the interventions put in place are shared by children who are not in receipt of Pupil Premium funding. We do this in order to promote exceptional progress for all children.

## Responsibilities

<p><b>Principal / Head of School</b></p>	<p>Identify a suitable strategy for their school context in line with the conditions of grant and drawing from the menu of approaches published by the Department for Education in their <a href="#">Guidance for School Leaders</a></p> <p>Produce the school's pupil premium strategy statement using the <a href="#">Department for Education template</a>, and ensure publication on school website</p> <p>Identify the school's core enrichment entitlement offer and to ensure all pupils are able to access this in full without placing unsustainable or unexpected burdens on the school budget</p> <p>Prepare annual impact report to governors of their school and Trustees</p>
<p><b>Chief Education Officer</b></p>	<p>Oversee PP Policy and coordinate its implementation. Remain up to date with latest research and effective practice, ensuring this is shared with schools and influences our approach as relevant</p>
<p><b>Teaching and Support staff</b></p>	<p>Have high expectations of all pupils</p> <p>Ensure all pupils are able to benefit from high-quality classroom provision based on Trust, school and department professional learning, providing additional scaffolding or intervention as necessary</p>

<b>Governors / Trustees</b>	Monitor and evaluate the implementation and impact of the policy
<b>Chief Financial Officer</b>	Monitor use of Pupil Premium funding and ensure value for money

## **Monitoring and reviewing the policy**

Each school's work in relation to the Pupil Premium will be reviewed on a termly basis by the School's Senior Leadership Team under the direction of the Principal or Head of School to ensure it is having the intended impact in narrowing the gaps, and this review will be reported to the Local Governing Body. 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 any changes in 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.