

## Braunton Academy Pupil Premium Policy

In 2016-17:

- 6.4 % of students in the Academy receive free school meals (F S M).
- 0.29 % students in the Academy are looked after
- 11.5 % of students in the Academy have received free school meals (F S M) in one or more of the previous six years (Ever 6).
- 7.9 % of students in the school are from service families.

This financial year 2016-17 we received £107,255.00 Pupil Premium funding, not including the Catch-up Premium.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our student needs. However, we are accountable for the use of this additional funding.

### **Rational:**

**Aspire and Achieve:** Braunton Academy is a true learning community which passionately believes in empowering its staff in order to empower its students. As a respected and trusted centre of the local community, we are committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures. Supporting both students and their parent/carers, our central aim is to build strong partnerships that can recognise and respect the value of learning, investing in and reigniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

The effective use of the Pupils Premium grant involves all elements of our Aspire and Achieve strapline and core values point. At Braunton Academy, all students, including the most severely disadvantaged and highly gifted, are regarded as unique individuals and received both challenge and support designed to meet their needs.

All students can and will succeed at our Academy. We passionately believe that education plays a powerful and transformative role improving life chances. We aim to do what it takes to remove any barriers stand in the way of students achieving an outstanding education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of students at the Academy.

## **Background and legal context**

The most important factor in predicting a child's future academic attainment is prior attainment.

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

As a result, there is a wide gap between the attainment of students from deprived backgrounds and others at or educational stages. The additional funding provided through the Department for Education has stated that schools are free to spend the Pupil Premium as they see fit. However, as with all public money, schools are required to spend the grant for the purpose that it was intended will be held accountable for the following:

- the performance tables show the performance of disadvantaged students compared with their peers, comparing Braunton Academy Pupil Premium against the rest of the internal cohort and against all students nationally.
- the new OFSTED inspection framework, under which inspectors focus on the attainment of pupil groups, in particular, those who attract the Premium.
- the annual reports for parents that schools are required to publish online.

## **The Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools based on 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').

The Pupil Premium is aimed at addressing underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 each of their students eligible for free school meals. In April 2012, this was increased to £623, and a further increase and a further increase was made in 2014, so that it is now worth £900 per eligible child. Children of service personnel receive a lower amount of £300.

## **Aims of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to Braunton Academy has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and Academy community how we are using this additional resource to narrow 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 School Information (England) (Amendment) Regulations 2012, Schedule for their specified information which has to be published on the our website. Section 9 of this regulation requires schools to publish,

‘The amount of the school’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 the school in respect of him grant funding was allocated.’

Through this policy we shall publish above information. 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.

## **Key Principles**

- Expectations are high for all students. We do not equate deprivation and challenge with low ability.
- Not all students who qualify for FSM are socially disadvantaged and not or socially disadvantaged students qualify were registered for FSM. We therefore focus on the needs and levels of progress of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non- FSM students.

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

When making decisions about using Pupil Premium funding, it is important to consider the context of the Academy and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language skills, lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. In making decisions on the use of the Pupil Premium funding we will:

- Ensure that Pupil Premium funding allocated to the Academy is used solely for its intended purpose.

We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students. We will:

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary with the needs of our students.
- Be mindful of the fact that eligibility and take-up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Be transparent in our recording of how we have used the Pupil premium funding, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
- Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups and individuals needs fully into account.
- High quality teaching and learning is 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 students who need additional support in a time-limited way.
- Use the pupil Premium for all year groups and abilities, not just those taking examinations at the end of the year.

## **Roles and responsibilities**

We respect all members of the Academy community, typically staff and governors to be committed to raising standards and narrowing the attainment gap for students.

## **The Principal and Senior Leadership Team**

The Principal and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the Academy.

It will be the responsibility of the Principal to include the following information in the Annual Report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students, internally, and against national attainment for all students nationally.
- an outline of the provision that has been made since the last annual 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 Head teacher for Student Progress has day-to-day responsibility for coordinating the implementation of this policy and monitoring outcomes.

The Academy Finance Officer will monitor the use of the Pupil Premium funding on a timely basis to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.

### **Teaching and Support Staff will:**

- Maintain the highest expectation of all students and not equate 'disadvantaged' with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable 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.
- Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up-to-date with teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their specific needs and roles. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

### **Governing Body**

Our governing body has an important role in ensuring our Academy complies with legislation and that this policy, along with its specified stated actions in narrowing the gap is implemented.

The Finance Portfolio Group, and the Teaching and Learning Portfolio Group of the delegated portfolio groups are responsible for ensuring implementation of this policy.

In monitoring and evaluating the work of the Academy in relation to the Pupil Premium, the governing body will regularly check on the progress of Pupil Premium students, and consider a range of information, including quantitative (data on progress and attainment) and qualitative (case studies use, surveys etc.) data as evidence of the impact.

At the end of the academic year, Governors will ensure that there is an annual statement to parents and other interested stakeholders on how the pupil premium funding has been adduced to address the issue of narrowing the gaps in the Academy and the impact this has had. This will be posted on the Academy website

## Monitoring and reviewing of the Policy

Our work in relation to the Pupil Premium will be reviewed each term to ensure it is having the intended impact in narrowing the gaps. This will allow us to adjust 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 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 approach as we are using have the desired effect. To do this effectively we will where relevant, undertake ongoing evaluations of the strategies we are using. We acknowledge the following publications and tools which help us analyse where there are gaps in achievement between students who are eligible for the Pupil Premium and those who are not, and to plan the action we need to take.

[www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools](http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools)

[www.ofsted.gov.uk/resources/pupil-premium-how-skills-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-skills-are-spending-funding-successfully-maximise-achievement)

<http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>

[http://educationendowmentfoundation.org.uk/uploads/pdf/EEY\\_DIY\\_Evaluation\\_Guide\\_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEY_DIY_Evaluation_Guide_(2013).pdf)