



# Northern Arch

## LEARNING PARTNERSHIP

### Schools - Pupil Premium Policy

**Accepted by:** Board of Trustees February 2019

**Approving Body:** Board of Trustees

**Committee:** Standards

**Review Cycle:** 2 years

**Last reviewed:** March 2024

**Date for next review:** March 2026

#### 1. Mission statement

- 1.1 Northern Arch Learning Partnership aims to overcome barriers to achievement, particularly socioeconomic factors. To this end the pupil premium is integral to the aims of the Trust.
- 1.2 At Northern Arch Learning Partnership all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs. As members of the Northern Arch Learning Partnership, pupils have full access to and experience of the curriculum regardless of race, class, gender, physical ability and religious belief; we promote a sense of self-esteem, responsibility and tolerance in young people; the Trust values and challenges the individual to achieve the highest levels of attainment whatever their starting point.

#### 2. Background and legal context

- 2.1 The most important factor in predicting a child's future academic attainment is prior attainment.
- 2.2 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 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.
- 2.3 As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM').
- 2.4 Schools receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

2.5 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 and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents/carers that schools are required to publish online.

### **3. General Principles**

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- 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 in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

### **4. Roles and responsibilities**

#### **4.1 Board of Directors**

- The Governing Body will approve the overall strategy for deploying pupil premium funding prepared by the Head Teacher/Head of School of each school within the Trust.
- The Governing Body will hold the Head Teacher/Head of School of each school within the trust to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Governing Body will appoint a Pupil Premium Link Governor to scrutinize performance against the strategies objective throughout the academic year.
- The chair of the Finance Committee is designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
- The chair of the Standards committee is designated to evaluate the impact of increase support on the achievement of targeted pupils. For each school within the trust.

#### **4.2 Head Teacher/Head of School and SLT**

- The Head Teacher/Head of School retains overall responsibility for leading the pupil premium strategy.
- The SLT will produce trajectory targets for reducing the gap between pupil premium pupils and their peers.
- The SLT will produce termly reports for the Governing Body, showing the progress made by socially disadvantaged pupils and projections for each academic year.
- The named SLT will have overall responsibility for evaluating the impact of the progress of all pupils, including those disadvantaged.

### 4.3 **Department leaders/ class teachers**

Department leaders/ class teachers are responsible for the progress of all pupils within their subjects /years and will contribute to reports to the Governing Body.

### 4.4 **All staff**

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant. This information is available to all teachers via school tracking systems/Class Charts/SIMS etc.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that enables them to understand progress and helps them to improve their work.

## 5. **Evaluating impact**

5.1 The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

### 5.1.1 *Short term*

- Each school will have an effective strategy for supporting all pupils including pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased so that school improvement priorities are achieved with regards to pupils' progress and narrowing gaps. *Medium term*
- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
- Evaluation through data analysis, scrutiny of pupils' work, learning walks, deep dives and observations demonstrate that teaching and learning strategies are ensuring all pupils make at least expected progress and that progress is improving/gaps are narrowing.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

### 5.1.2 *Long term*

Successive cohorts will meet their targets, and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- the attainment gap – accelerated progress will result in closing the gap in grades/levels.