

## PACE Academy Trust

### Policy for Effective Use of the Pupil Premium

*For the purposes of this policy the term 'disadvantaged children' refers to any who are entitled to the Pupil Premium Grant.*

#### Our Trust's Vision for Pupil Premium

***PACE Academy Trust is committed to reducing gaps in opportunity, engagement and achievement between disadvantaged children and their peers. We recognise this as an absolutely fundamental part of our work. We aim to identify and reduce or remove barriers to learning for all disadvantaged pupils, and to use Pupil Premium funding to help diminish differences between the attendance, well-being and learning outcomes of disadvantaged pupils and their peers.***

#### Background

Nationally, data shows that disadvantaged children often face additional challenges in reaching their potential at school. The Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. All schools are required to report annually on how this funding is used, and the impact of this.

Schools receive Pupil Premium funding for children:

- who are eligible for free school meals (FSM), or who have been at any point in the last six years;
- who have been in care (CLA);
- who have been adopted from care or leave care under special guardianship or a residency order;
- whose parents are currently employed by the armed services.

#### School Context

At Beecholme there are currently 37% children who are eligible for the pupil premium grant.

The barriers to future attainment at Beecholme include: prior attainment, language and communication, social and emotional needs, attendance, housing and parental support.

As a small school with small class sizes, published pupil premium attainment expressed as percentages can change dramatically from year to year.

#### **KS1 Summer 2022**

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
FSM6	11	100.5	● +2.0	98.6	0.0	102.6	● +3.8	● 93.2%
Not FSM6	13	102.1	-0.3	100.5	-1.8	103.6	+1.0	● 96.0%

At the end of KS1, there is a small attainment gap between disadvantaged pupils and their peers. However, they make more progress than their non-disadvantaged peers across all areas. Writing attainment for all pupils has been impacted by the pandemic but Pupil Premium students have the lowest attainment in this area.

## KS2 Summer 2022

### Pupil groups

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	7	101.0	-0.3	97.9	+0.6	101.3	+0.7	106.4	+5.2 ●	95%
Not FSM6	15	108.3	0.0	102.6	-2.6	108.7	+2.0	111.3	+3.2 ●	96%

At the end of KS2, there is a significant gap in attainment between disadvantaged pupils and their peers. Disadvantaged pupils make progress in in Writing, Maths and GPS but less so in their reading. Writing attainment for all pupils has been impacted by the pandemic but Pupil Premium students have the lowest attainment in this area.

## Autumn 2022

Reading average difference of -18%

Writing average difference of -15%

Maths average difference of -14%

Further details can be found in the Pupil Premium Strategy which is published on the website and is reviewed every year since the demographics of a school can change year on year.

### Identification of children eligible for Pupil Premium

Schools take all reasonable steps to identify children who are eligible for Pupil Premium funding, including:

- regularly encouraging all parents to check their eligibility;
- offering support to apply through the school office;
- communicating directly about the Pupil Premium with parents/carers of all new starters;
- advertising availability on the school website with details of how to apply.

### Supporting children eligible for Pupil Premium

In PACE Academy Trust, support for disadvantaged children fits into three broad categories, all of which are equally importance:

- **Ensuring Access** – supporting children and families to access quality learning;
- **Broadening Horizons** – providing children with experiences that widen their opportunities and increase their cultural capital;
- **Raising Achievement** – supporting children to achieve the very best that they can academically

Within these categories, activities offered by schools could include, but may not be limited to, the following:

Ensuring Access	Broadening Horizons	Raising Achievement
<ul style="list-style-type: none"> <li>• working with Educational Welfare Services to improve attendance and punctuality;</li> <li>• providing children and families with curriculum packs and resources to support learning at home;</li> <li>• providing free or reduced cost uniform or PE kit, including for children starting Reception;</li> </ul>	<ul style="list-style-type: none"> <li>• providing free or reduced cost access to extra-curricular clubs;</li> <li>• ensuring access to culture and the arts, through trips, experiences and a broad,</li> </ul>	<ul style="list-style-type: none"> <li>• providing short-term targeted small group or 1:1 work, focussing on overcoming gaps in learning;</li> <li>• organising literacy or numeracy booster groups;</li> </ul>

<ul style="list-style-type: none"> <li>• providing other free or reduced equipment, such as water bottles and book bags;</li> <li>• offering free or reduced places at breakfast and after school clubs;</li> <li>• providing financial support to allow access to educational visits and experiences;</li> <li>• giving pastoral and emotional support – through, for example, nurture group ELSA or specialist behaviour support – to improve access to or engagement with learning.</li> </ul>	<p>challenging and diverse curriculum;</p> <ul style="list-style-type: none"> <li>• enriching curriculum opportunities by providing free swimming and instrumental lessons;</li> <li>• organising themed weeks, such as art or health week;</li> <li>• providing additional enrichment activities in school, such as visiting speakers, performers or coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• holding individual writing conferences;</li> <li>• providing learning mentor support or coaching for individual pupils;</li> <li>• providing specialist Speech and Language support for children;</li> <li>• ensuring that Class Teachers and Teaching Assistants understand their role in raising the achievement of disadvantaged children.</li> </ul>
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### **Monitoring & Reporting**

In PACE, the progress of disadvantaged children in their learning is regularly monitored. We aim to reduce, and ultimately to eliminate, any gaps in attainment and achievement between children eligible for Pupil Premium and others.

We ensure that:

- a wide range of information is used, including assessment data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice;
- assessment data for disadvantaged pupils and their peers is collected, compared and analysed at least termly;
- the impact of interventions is monitored regularly;
- where appropriate, teaching and support staff attend and contribute to pupil progress meetings;
- a designated member of the SLT maintains an overview of Pupil Premium provision and spending;
- a governor is given responsibility for working with the school on Pupil Premium;
- each term, a report is presented to governors outlining the progress made towards 'narrowing the gap' for pupils in receipt of Pupil Premium funding;
- schools publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap' for these pupils. This task will be carried out within the requirements published by the Department for Education.

### **Roles and responsibilities**

The Headteacher/Head of School/senior leadership team/Pupil Premium Leader are responsible for:

- keeping this policy up to date, and ensuring that it is implemented across the school;
- ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils;
- planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate;
- monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding;
- reporting on the impact of Pupil Premium spending to the governing board on an ongoing basis;
- publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE;
- providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Class Teachers are responsible for:

- implementing elements of this policy on a day-to-day basis;
- recognising and ensuring that Quality First Teaching is the main driver in raising the achievement of disadvantaged pupils;
- setting high expectations for all pupils, including those eligible for the pupil premium;
- identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team;
- sharing insights into effective practice with other school staff.

Teaching Assistants are responsible for:

- implementing elements of this policy on a day-to-day basis;
- setting high expectations for all pupils, including those eligible for the pupil premium;
- knowing which children are disadvantaged;
- supporting teachers in delivering interventions and monitoring their impact.

Administration staff are responsible for:

- identification of children who may be entitled to the Pupil Premium;
- encouraging parents and carers to check their children's eligibility for Pupil Premium;
- informing the Pupil Premium Lead and teaching staff of children who are entitled;
- rigorously ensuring applications are made and followed up;
- updating systems and processes.

The governing board is responsible for:

- holding school leaders to account for the implementation of this policy;
- ensuring that the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant;
- monitoring the attainment and progress of pupils eligible for the Pupil Premium, in conjunction with school leadership, to assess the impact and effectiveness of the school's use of the funding;
- monitoring whether the school is ensuring value for money in its use of the Pupil Premium;
- challenging school leaders to use the Pupil Premium in the most effective way;
- championing the importance of supporting disadvantaged members of the school community.

### **Reviewing the policy**

This policy will be reviewed by a Pupil Premium Working Party, on which all PACE schools are represented, each year in the summer term.

Individual schools will update their own school-specific context each year in the autumn term.