

Pupil Premium Policy

Q3
ACADEMY

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INTRODUCTION

This policy covers all eligible students¹ for Pupil Premium (PP) funding, all associated staff teaching and non-teaching, all lessons and enrichment. The policy continues to evolve in response to changes both in legislation and internal considerations. Q3 Academy (the Academy) has students from age 11 – 18 with a population of approximately 1115. The Academy is well-resourced, housed in state-of-the-art buildings with modern, well equipped classrooms, a well-stocked library and learning is promoted with exceptional facilities for sport, theatre, academia and music amongst others. The proportion of students eligible for PP is lower than average.

THE GOVERNMENT'S POSITION

The Government's position is provided in its policy paper titled '2010 to 2015 government policy: education of disadvantaged children' update May 2015 in which it states:

'Children from disadvantaged backgrounds are far less likely to get good GCSE results. Attainment statistics published in January 2014 show that in 2013 37.9% of pupils who qualified for free school meals got 5 GCSEs, including English and mathematics at A to C, compared with 64.6% of pupils who do not qualify.*

We believe it is unacceptable for children's success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.

The government is also committed to ending child poverty by 2020 by helping disadvantaged children outside of school.'

ELIGIBILITY

The government introduced a PP fund in April 2011, extending its inclusion of disadvantage groups of students and increasing its funding year on year. Students eligible now include children who:

- are eligible for free school meals at any point in the past 6 years;
- have been looked after for 1 day or more ;
- have been adopted from care;
- have left care under a special guardianship order, a residence order or a child arrangements order;
- along with young people, have parents in the armed forces².

Primary Aim

The primary aim is to match the progress of the Academy's eligible students with national other³ students with the same starting points.

THE ACADEMY'S PRINCIPLES

This policy reflects the Academy's belief in *Inclusion for all*, that students will benefit from the widest choice of education, and that, it is the people around the child who make the real difference through the creation of a learning environment that fosters development of the whole child, promotes good attendance and learning behaviours, and instils in students confidence and resilience. It is the Academy's intention that all students will experience a school day which, in the normal course, provides an appropriate, culturally rich and broad academic curriculum, delivered to allow all students to make exceptional progress in every lesson.

¹ Eligible students refers to those students for whom the Pupil Premium provides support, refer to <https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children>.

² For eligibility guidance refer to <https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children/2010-to-2015-government-policy-education-of-disadvantaged-children#appendix-1-service-premium>

³ National non-PP students referred to as 'other' by DfE.

Eligible students will not be withdrawn from this rich experience or be otherwise penalised through any requirement to do additional lessons or through segregation from their peers, and therefore additional lessons should not be needed to compensate for poor curriculum or teaching. The Academy's focus is on effective use of all of the resources in the course of a normal school day. In order to achieve an equal outcome the Academy recognises that it is necessary to provide unequal provision whilst not detracting from the non-PP students experience to achieve that goal. That said, this must be achieved with the utmost discreteness, nothing in the Academy's actions shall be allowed to lead to the identification of the eligible students to other students or their families.

PP funding will also be prioritised to develop and broaden an eligible student's emotional, social, moral spiritual and cultural development, to encourage their aspirations and widen opportunities, whilst sometimes it will be difficult to quantitatively measure effectiveness in the short term nevertheless that will not obstruct this priority. Where successful strategies result in improved attainment for eligible students it is the Academy's belief that these should not be reserved exclusively for eligible students, but should be deployed across the school, where resources allow, to benefit all students.

OBJECTIVES

To deliver on these beliefs and expectations the Academy has set the following objectives, to:

- measure progress against national non-PP data (referred to as 'other' by DfE), ensuring students reach their full potential when compared to 'other national', which takes away any limiting factor of deprivation which, if compared to 'the Academy' or 'locally', could lower expectations;
- remove real or perceived barriers;
- widen experiences, aiming to develop 'the whole child' by meeting their academic, emotional and social needs;
- identify each eligible child's progress in all year groups throughout the year to prevent gaps widening
- give due regard, when seeking to deliver this policy's objectives, to sensitivity and discreteness when identifying eligible students;
- ensure eligible students are on a curriculum that will not limit their opportunities;
- instil a moral purpose and ethos in the Academy, the staff and the Governors in-line with its Christian values;
- empower staff to believe that a child's birth is not their destiny and in doing so widen horizons and raise students' aspirations for their futures;
- foster a 'no excuse' culture in the Academy, providing a clear vision for improvement;
- deliver discreet, targeted, whole-school and/or subject strategies embedded in our day-to-day teaching practice that meets the needs of each learner;
- where reasonably practicable, seek to address any underlying inequalities between disadvantaged students and their peers;
- integrate eligible students with their peers;
- introduce an element of PP performance management for all teaching and support staff;
- involve Governors in monitoring and evaluating effectiveness of strategies;
- be able to evaluate the impact of spending on strategies;
- analyse diagnostically underachievement in English and mathematics;
- provide a clear audit trail;
- use progress data and other monitoring strategies frequently to check effectiveness of teaching and adjust accordingly to secure improvement;
- secure good attendance and behaviour, instilling in students confidence and resilience;
- gain recognition by being included in the national 'Pupil Premium Awards' top 150 'Qualifier Awards'⁴
- receive a congratulations letter⁵ from the Minister for Schools for our disadvantaged students' excellent results;
- use an evidence-based approach
- increase communications with parents/carers to maximise pupil engagement.

⁴ <http://www.pupilpremiumawards.co.uk/>

⁵ <https://www.gov.uk/government/publications/pupil-premium-schools-with-good-disadvantaged-pupil-results>

OBLIGATION TO PUBLISH INFORMATION

The School Information (England) (Amendment) Regulations 2012, Schedule 4 specifies the information that the Academy must publish on its website. In Section 9 of the regulation the following details are identified:

- the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year;
- how it is intended that the allocation will be spent;
- how the previous academic year's allocation was spent;
- the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated.

Additionally, in accordance with The School Information (England) (Amendment) Regulations 2013, in respect of a school in receipt of an allocation from the Year 7 literacy and numeracy catch-up premium grant, the following shall also be published on the website:

- how it is intended that the current academic year's allocation will be spent;
- how the previous academic year's allocation was spent;
- the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated;
- how that effect was assessed.

In meeting these requirements the Academy will comply with its responsibilities under the Data Protection Act 1998, to ensure that individuals or groups of individuals cannot be identified, including children funded through the Service Premium.

Strategies

Specific strategies to deliver the policy will be measured continuously and adapted as required to deliver the policy. Due to continuous improvement of the strategies to deliver the policy, these will be published separately, to accommodate their changing nature and flexibility arising from the ongoing measurement of their effectiveness. These will be updated quarterly on the Academy's website in-line with whole school reporting. In practice monitoring of strategies effectiveness will be continuous.

Monitoring of the policy

The effect of the PP expenditure on the educational attainment of Q3 students in respect of whom grant funding was allocated will be published on the Academy's website annually. The Governor and the member of SLG responsible for PP will monitor and evaluate the effectiveness of the policy.

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.