



Folkestone Academy Pupil Premium Funding for Disadvantaged Pupils Policy

Last Updated: September 2019

Review Date: September 2020

Trust Board Approval: Pending

1. Principles

At Folkestone Academy, all members of staff and the Board of Directors accept responsibility for all pupils regardless of background. They are committed to meeting the pupils' pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'vulnerable' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

2. Funding for Disadvantaged Pupils

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

A Pupil Premium Grant is awarded to the school for each pupil who:

- Is from a low income family who are registered as eligible for Free School Meals (FSM) - including pupils registered for FSM in the last six years known as Ever 6 FSM.
- Has been looked after for 1 day or more or was adopted from care on or after 30 December 2005, or left care under either a special guardianship order or a residence order

3. Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the funding allocated to us has an impact on reducing the differences that currently exist between our disadvantaged pupils and their peers. As an Academy in receipt of funding for Disadvantaged Pupils, we are accountable to our pupils' parents and guardians and school community for how we are using this additional resource to reduce the differences and narrow the achievement gaps of our pupils in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers.
- Details of how we are using the Pupil Premium and the impact it is having on pupil achievement published online each year.
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule

4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the 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 pupils at the school in respect of whom grant funding was allocated'.

We will publish the above information on our website and a paper copy will be made available on request. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals cannot be identified.

4. 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 funding allocated to our school is used solely for its intended purpose and specifically targeted to reduce the differences between disadvantaged pupils and their peers.

Use the latest evidence based research¹ on proven strategies that work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils

Be transparent in our reporting of how we have used funding, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

Encourage take up of FSM 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 FSM 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 funding, by the school and governing body.

Recognise the fact that FSM pupils are not a homogeneous group and may have a wide range of needs. As such the strategies we use to raise attainment and promote progress will take these group and individual needs fully into account.

Use high quality teaching and learning as the preferred way to close the gaps in attainment.

We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a targeted, monitored and time limited way.

¹ Sutton Trust and Education Endowment Foundation 'THE PUPIL PREMIUM Next Steps' July 2015
<http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit.
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <https://www.gov.uk/government/publications/the-pupil-premium-an-update> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

5. Success Criteria

The evaluation of this policy is based on how the school can reduce the differences between disadvantaged pupils and their peers. Targets will be identified and evaluated annually and published in a report on our website.

The key outcomes for this Policy are:

Reducing the differences between disadvantaged pupils and their more advantaged peers

An improving trend over time of progress and attainment for disadvantaged pupils

For every child to have enrichment opportunities, including participation in extra-curricular activities

Effective parental pupil school support, including effective transition

Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners

6. Roles and Responsibilities

We expect all members of our school community to be committed to raising standards and reducing the differences between disadvantaged pupils and their peers.

The Principal and Senior Leadership Team:

The Principal and all members of the Senior Leadership Team (SLT) are responsible for implementing this policy. They will ensure that all staff members are aware of their responsibilities in reducing the differences between disadvantaged pupils and their peers. They will also ensure that staff members are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through planned CPD opportunities, they will make sure reducing the differences is a priority area and focus for the school. It will be the responsibility of the principals to include the following information in the annual report for The Board:

The progress made towards reducing the differences, by year group, for disadvantaged pupils

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 pupils receiving a particular provision, when compared with other forms of support

In recognition of the importance, a member of SLT in both phases is responsible for coordinating the implementation of this policy and monitoring outcomes. They will also monitor the use of funding on an annual basis to track the allocation and evaluate effectiveness and value for money.

Teaching and Support Staff will:

Support whole-school strategies implemented by SLT to reduce the differences between disadvantaged pupils and their more advantaged peers

Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability' – each individual child's needs will be determined, and we recognise that some children who are entitled to funding are high attaining in specific areas of the curriculum

Promote an inclusive and collaborative ethos in their classrooms which enables those eligible for funding to thrive

Plan and deliver curricula and lessons to a high standard and support the acceleration of

progress in learning, so that differences can be reduced and improvements maintained
Support vulnerable groups of pupils 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 a proven track record in closing the gaps in attainment and achievement

Board of Directors:

Directors have an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps, is implemented.

Trustees will regularly monitor the impact of the funding for disadvantaged pupils and disseminate information through the website. In monitoring and evaluating the work of the school in relation to the Pupil Premium, Directors will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year our Directors will ensure that there is an annual statement to parents on how the funding has been used to address the issue of reducing the differences in our school and the impact this has had. This task will be carried out within the requirements published by the Department for Education and published on the Folkestone Academy website.

Monitoring and reviewing the policy

Our Disadvantaged Pupils Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in reducing the differences. It will also take into consideration any increased to the funding that becomes available. The Folkestone Academy recognises the importance of seeking advice and support from other schools and will seek to work collaboratively with the aim of sharing good practice across the community. We will also evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

Appeals Procedure

Any appeals against this policy can be made through the Academy's complaints procedure.

Use of the Pupil Premium in our academy

Please see the 'Disadvantaged Pupils' section, in either phase, of the Folkestone Academy website for up to date information about the use of funding for Disadvantaged Pupils for this year.