



Fierté Multi Academy Trust

2018-2019

Policy on Pupil Premium

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Dyslexia: Fierté Multi Academy Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.

Aims:

At Fierté Multi Academy Trust, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period. This fixed amount of money is expected to increase every year of the course of this current Parliament. At Fierté Trust we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the pupil premium as they see fit' DfE 2011. The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals Measure).

The active involvement of Governors

- Governors will be fully involved in deciding on the way in which the Pupil Premium funding will be best allocated to close the gaps in attainment between PPP's and Non PPP's.

- Require a clear policy to be written about the Pupil Premium and will contribute to its content.
- Be committed to ensuring that every pupil irrespective of starting point or background, achieved their potential, and used this principle to drive every discussion about the Pupil Premium.
- Ask challenging questions about how effective each action funded by the Pupil Premium was being in improving achievement. We will tell parents what the PP is being spent on, and how well this is working.

Provision

In order to meet the above requirements, the Fierte Trust Board of Fierte Trust will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

In making provision for PPP's, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- Staff believes in ALL children
- There are "no excuses" made for underperformance
- Staff adopts a "solution-focused" approach to overcoming barriers
- Staff supports children to develop "growth" mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit and Ofsted Analysis and Challenge)) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership Team to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS) Glascote Counts and Closing the Gap and Reading Manager, Violet Way Precision teaching on a one: one
- Extended learning out of school hours- after school clubs including breakfast and homework.
- School holidays- sports clubs
- Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something,

- Whatever that might be, and so they're all getting something somewhere."
- We will ensure that the additional support we provide is effective by:
- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

Reviewed September 2018

Next review date: Staffordshire 2019