

# POLICY

## Pupil Premium

Date of approval by governing body:	July 2022
Policy Owner:	Principal

**The King's vision is to enable every student to achieve their God-given academic and personal potential, so that they can make a positive impact in the world. In delivering our vision we endeavour in our daily mission to build the very best working relationships based on our Christian values and deliver learning experiences that last a life time. The school vision and mission statements underpin this policy and its related practices.**

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## **Background**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months (pupil premium plus), and children of service personnel. The spend of Pupil premium Plus is in consultation with the Local Authority Virtual headteacher and used for the benefit of the looked-after child's educational needs as described in their personal education plan (PEP). Pupil premium funding allocations are lagged by one year.

Until the academic year 2020-21 the school also received a year 7 'Catch-up' premium. This literacy and numeracy catch-up premium provided the school with a fund for pupils in year 7 who had a low prior attainment in literacy and/ or maths at the end of Key Stage 2. During the academic year 2020-21 the premium was replaced by a COVID 19 'catch up' premium and subsequently with the Recovery Premium in the academic year 2021-22

## **Designated School leader**

It is the responsibility of the senior leader overseeing the pupil premium spend, currently the Principal, to:

- Produce an action plan, in line with DFE expectations, detailing how the pupil premium fund is to be spent and its impact measured
- Ensure the relevant section of the school website is compliant with statute and up to date

## **Evaluation**

The overall impact of the pupil premium spend will be evaluated against school performance table headline data (from GCSE outcomes) with a comparison made between disadvantaged students and 'other' students in the following measures.

Progress made by a student in their best 8 GCSEs
Progress made by a student in English
Progress made by a student in Maths
% of students achieving a Grade 4 or better in both English and Maths
Progress made by a student in subjects they took as options

## **Provision**

In order to meet the above requirements, the Governing Body of The King's Academy is clear that the pupil premium spend must, in part, secure the very best teaching and learning opportunities which, by implication will meet the needs of all pupils.

*'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'*

The EEF guide to Pupil Premium, 2019

All aspects of provision will be guided by educational research together with contextual evidence of what works well for our pupils in our context. Implementation matters and our approach is that we focus on establishing a small range of successful strategies (evidentially significant).

The pupil premium spend follows a three tier approach:

1. Teaching
2. Targeted Academic Support
3. Wider Strategies

In tier one, further improving the quality of teaching can include robust recruitment and retention of the best subject specialists, continuous bespoke professional development appropriate to a teacher's career stage. The governing body is clear that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to the success of The King's and specifically the attainment and progress of disadvantaged students.

Evidence consistently shows the positive impact of targeted academic support. Tier two can include considering how teachers and teaching assistants might provide additional support within the classroom, as part of small group intervention. Tier two also includes funding systems and processes that help to ensure diagnoses of students needs are done in a timely manner and relevant support put in place e.g. GCSE examination access arrangements.

The wider strategies of tier three can relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. The specific features and circumstances of our school community affect spending in this category. As part of wider strategies The King's considers the broadening of student horizons to the wider world an essential component to raising aspirations and the development of the rounded individual. To that end a 'once in a lifetime' fund is set aside to contribute towards ensuring that disadvantaged pupils have access to non-curricular trips and events that might otherwise not be possible.