



The Blyth Academy

Pupil Premium Policy

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| School Name: The Blyth Academy |
| Date Policy Formally Reviewed/Approved By Governors: |
| Date Policy Becomes Effective: September 2016 |
| Review Date (s): July 2017 |
| Person(s) responsible for Implementation and Monitoring: AMR |
| Author: AMR |
| Location of Policy: Staff Intranet, School Website |
| Other relevant policies: Not Applicable |

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Blyth Academy

Title of Policy: **Disadvantage/Pupil Premium Policy**

Policy Aim: The Disadvantage/Pupil Premium policy aims to outline how the academy uses Pupil Premium funding within school to support vulnerable learners.

Responsibilities: Governing Body, Principal, Senior Leadership Team.

Introduction

The Government provides additional Pupil Premium funding to the academy to support vulnerable learners to reach their potential. This extra support is allocated to children who are/have:

- ✓ Eligible for free school meals in the last 6 years
- ✓ Parents in the armed forces
- ✓ Looked after children
- ✓ Adopted from care
- ✓ Left care under Special Guardianship/Residence Order or a Child Arrangement Order

The Pupil Premium Grant is available as follows:

| Disadvantaged student | PP Funding per student |
|--|-------------------------------|
| Students entitled to free school meals in the previous 6 years (Ever 6) | £935 |
| Looked after children (LAC) | £1900 |
| Students adopted from care or who left care under Special Guardianship/Residence Order or a Child Arrangement Order | £1900 |
| Students who have parents in the armed services in last 5 years or in receipt of a child pension from the Ministry of Defence (Service Children) | £300 |

Objectives:

- To provide personalised educational support to raise the attainment and progress of students eligible for pupil premium funding
- To close the gap between the educational achievement of disadvantaged students and their peers within the academy and nationally
- To identify barriers to learning and provide appropriate solutions which address inequalities, as far as possible
- To value and respect all students, irrespective of need, to develop their full potential
- To draw upon a range of evidence-based interventions to support students and promote success
- To address underachievement at all levels (low attainers through to most able)
- To ensure all students eligible for Pupil Premium funding benefit not just those who are underperforming

The management of the Pupil Premium Grant ensures that achievement for all eligible students is maximised in accordance with funding; this is based on equality of opportunity and fair access for all students and stakeholders. Through timely planning, delivery and assessment every student has access to the appropriate level of support they need to succeed, this could be:

- Universal – whole school support for all students e.g. promoting high aspirations
- Targeted – specific intervention e.g. reading skills development
- Personalised – one to one individual support e.g. literacy and handwriting programmes

Success criteria:

- The attainment and progress of disadvantaged students will match or be approaching that of peers nationally and in the academy
- Students will make sustained progress (Years 7-11) across a broad range of subjects including English and Maths
- Reduction in the attendance and persistent absence gap between disadvantaged and non-disadvantaged groups across all years
- Reduction in the gap between disadvantaged and non-disadvantaged groups across all years in relation to fixed term and permanent exclusion
- Reduction in the gap between disadvantaged and non-disadvantaged groups across all years in relation to reading by the end of KS3
- All students to be in education, employment or training (post 16 and post 18)

Guidance:

The Vice Principal (Data & Achievement), Vice Principals (Teaching & Learning) and Assistant Head (Inclusion) will promote the educational needs of disadvantaged students and ensure the policy is successfully implemented. They will:

- Ensure all staff are aware of and can identify the students eligible for the Pupil Premium Grant
- Ensure classroom teachers take responsibility for the progress of students eligible for the Pupil Premium Grant
- Ensure students access 'quality first' teaching
- Use achievement data to identify underperformance and regularly review the impact of timely, targeted interventions to see if they work

The Vice Principal (Behaviour & Safety) and Heads of School/Sixth Form will:

- Ensure that the attendance and behaviour teams work effectively to maximise punctuality and attendance and minimise persistent absence and exclusions
- Ensure tutors work in partnership with students and their families to promote success

Monitoring and Evaluation

We are committed to ensuring that Pupil Premium funding is used in a relevant and justified manner to meet the personalised needs of our eligible students. The use of funding will be monitored and evaluated through:

- The Disadvantaged Impact Group (DIG) attended by a Governor (portfolio holder for Disadvantaged/Pupil Premium) and Vice Principal (Data & Achievement) and Assistant Head (Inclusion) will meet at least half termly to review spend, interventions and impact
- A designated member of the Senior Leadership Team will be nominated to oversee the Pupil Premium Grant
- Blyth Raising Attainment Group (BRAG) including members of Senior Leadership Team, SENCo and Heads of Faculty will meet weekly to identify underperformance and plan targeted interventions to address this
- The Governors will be provided with a termly update in relation to the use and impact of the Pupil Premium Grant
- Parents and carers will be given access to achievement and progress information at least termly and will be invited to discuss their child's progress at regular intervals
- To comply with DFE requirements the Pupil Premium spend will be published annually on the academy website