



Policy for Pupil Premium

Principles:-

- To ensure that all students, regardless of their background and socio-economic position, achieve their very best at Wildern Academy Trust.
- To ensure that all students across the ability range have access to a broad, balanced and differentiated curriculum.
- To enable all students, regardless of their abilities and behaviour, to fully develop their academic potential, interests and aptitudes by making appropriate additional provision.
- To create a supportive learning environment, which helps all students to achieve confidence, self-esteem and increased independence.

At Wildern Academy Trust we will:

- Ensure that teaching and learning opportunities meet the needs of all students.
- Ensure that appropriate provision is made for students who belong to vulnerable groups.
- Make provision for socially disadvantaged students, whilst recognising that not all students who receive free school meals will be socially disadvantaged.
- Reserve the right to allocate the Pupil Premium (PP) funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.
- Allocate Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving the Pupil Premium will be in receipt of interventions at any one time.

Practice

- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable students based on academic need.
- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable students based on cultural, social and emotional need.
- All staff to have professional development to support high quality teaching in the classroom
- A register of all interventions will be completed to monitor the individual provision for each student and ensure that all students receive appropriate intervention.
- Each Department and Pastoral Team will be responsible for updating the register.
- Termly analysis of the provision will take place in order that all students' needs are met and that outcomes are shown to make a positive impact.
- Ongoing analysis of data will compare the progress of Pupil Premium students compared to those who are not eligible for the funding to ascertain whether there is a gap in achievement and to develop interventions to close any gaps.

Provision:-

At KS3 the curriculum provision includes the following:

- Additional support for transition from primary school
- Reading and spelling groups
- Learning Mentor support
- Booster sessions – English and Maths
- Homework club
- Learning Resource Centre (LRC) open for independent study
- Student Genius session in LRC
- Art/Technology and PE support materials and uniform

- Curriculum off site visits to support learning
- Careers advice and guidance
- Parent Support Programme – PSPs

At KS3 the cultural, social and emotional provision includes the following:

- Mentoring for all targeted PP students
- Organisation groups
- School Council representatives
- Young Carers Group
- Music tuition
- Breakfast clubs
- Additional transition sessions for Year 6 students
- Intervention / registration groups

Responsibilities

Deputy Headteacher will:

- Ensure that the PP data sheet is populated and keep up to date each academic year using the DfE data.
- Ensure appropriately targeted PP students are supported by appropriate interventions.
- Ensure the Census information is correct for each of the data collections.
- Analyse the data sheet to ensure that students' needs are met.
- Liaise with the Finance Manager in calculating the costs for each intervention and the total sum spent on each student.
- Continue to develop the range of intervention strategies based on the impact analysis with DOLs/SLs/DOPAs/subject (Director of Learning/Subject Leaders/Director of Progress and Achievement) staff.
- Ensure the EEF Toolkit is regularly referred to and activities are evaluated.
- Demonstrate how spending decisions are informed by this research evidence.
- Publish the pupil premium strategy using the template provided by the DfE.

Assistant Headteacher PP will:

- Raise at SLT (Senior Leadership Team) PP discussions on intervention across the school.
- Regular discussion at Governor meetings to update regarding spending and impact.
- Create the whole school PP data sheet at the start of each academic year.
- Lead on whole school PP intervention.
- Liaise and coordinate intervention with DoLs and DHT.
- Lead on staff training and development regarding PP.
- Resource outside agency intervention where needed to support PP.
- Develop and implement PP strategy in school.
- Post Assessment Data liaise with DoPA.

Data Assistant Headteacher will:

- After each Assessment Data collection complete a progress report for all PP students in comparison to non PP students, identifying any gaps in achievement.
- Work with SLT to discuss this data in Link Meetings with departments to identify any issues and develop interventions.

DoPA (Director of Progress and Achievement) will:

- Monitor mentoring provision for targeted PP students.
- Be known as the Pupil Premium Champion for their respective Year Group.
- Identify the PP students on the PP data sheet who are seeing the school counselor, Youth Offending Team (YOT), external support providers, an attendance concern (Stage 2 onwards) and are involved in the Intervention Registration groups in the allocated year group.
- Analyse the progress of PP students after each Assessment Data and make recommendations for any further intervention.

- Create Pupil Premium Profiles which will be distributed to all staff and meet students regularly to discuss how they are progressing.

DOL (Director of Learning)/SL (Subject Leader) will:

- Identify the PP students on the PP data sheet who are invited to attend enrichment, master classes, catch up sessions, early exam entry and who receive revision guides and past papers.
- Analyse the progress of PP students after each Assessment Data and make recommendations for any further intervention through Link meetings.
- Ensure that all teams know who their Pupil Premium students are and that these students are receiving the appropriate interventions as outlined by the DOL or SL.

MAC (Most Able Children) Co-ordinator will:-

- Identify students on the PP data sheet who have been identified as MAC and participating in the enrichment programme.
- Identify further opportunities to support these students with their studies to promote achievement.

Young Carers Co-ordinator will:-

- Identify students on the PP data sheet who have been identified for this group to ascertain key areas of support required and to make recommendations.

The SENCo (Special Educational Needs Coordinator) will:-

- Identify students on the PP data sheet who need additional support and allocate interventions.
- Analyse the provision and progress of students and make recommendations for any further intervention through Link meetings.

Parent Support Programme Co-ordinator will:-

- Identify parents on the PP data sheet who attend Parent Support Programme sessions and to compare this with the parents from non PP families.
- Continue to develop strategies to engage all parents with the parental learning events.
- Review and evaluate the provision for parents and make recommendations for future sessions.

Linked Policies: Curriculum Policy
Most Able Children Policy
Special Educational Needs and Disability (SEND) Policy
Teaching and Learning Policy