



Pupil Premium Policy

1. Rationale and Aim

The aim of the government's Pupil Premium policy is to raise achievement among disadvantaged children and to support children and young people with parents in the armed forces. It provides additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from wealthier families. Robert Bloomfield Academy are committed to ensuring that this funding is used appropriately and effectively to ensure our PPPs achieve the same standards as non PPPs nationally.

2. Policy

Pupil premium provides additional funding for these groups of pupils:

Disadvantaged pupils

1. Those registered for free school meals (FSM) plus those who have claimed FSM at any point in the last six years (known as 'Ever 6 FSM').
2. Children Looked After (CLA)
3. Post-LAC. Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.

Service Children

4. Those recorded as Service Child in Education (SCE) or Ever 4 Service Child (who have been a SCE within the last 4 years) or in receipt of a child pension from the Ministry of Defence.

For further details of each category and the amount payable in any year, refer to the "Pupil Premium 2016 to 2017; Conditions of Grant" (or that published for subsequent years) published by the Department for Education.

Parents can claim FSM for their children, via their local council, if they receive benefits that include:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Children who get any of the above benefits in their own right (ie they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

RBA aim to use the additional funding to:

- All PP non SEN pupils achieve the same as non PPPs nationally.
- Provide support to improve the progress and raise the achievement for these pupils. Narrow and close the gap between the achievement of these pupils and their peers.
- Increase social mobility.
- Make a significant impact on pupils' education and lives.
- Address any underlying inequalities between children eligible for pupil premium and others.

In addition to the annual pupil premium funding, the government has made available the literacy and numeracy catch-up premium which provides schools with additional funds for each year 7 pupil who did not achieve age-related expectations in reading and/or maths at the end of key stage 2.

RBA has a designated person responsible for pupil premium and its allocation.

RBA will ensure the effectiveness by:

- Clearly identifying pupil premium within the budget.
- The designated responsible person or Principal in consultation with local governors and staff, will decide how the pupil premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, RBA recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. RBA also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. RBA therefore reserve the right to allocate the pupil premium funding to support any groups of pupils that have been legitimately identified as being socially disadvantaged.
- Assessing what additional provision should be made for the individual pupils.

Examples of strategies RBA may use include:

- Preferential staffing to reduce the pupil/teacher ratio thus reducing class sizes and increasing teacher pupil interaction.
- Staffing costs specifically to support learning and progress eg. TA, HLTA, 1:1 English or maths tuition, counselling services.
- Support with one off costs such as uniform, equipment, necessary educational visits and other educational visits.
- The Education Endowment Foundation, working with the Sutton Trust produce a Teaching and Learning Toolkit that is a very useful source of evidence based information on effective intervention.

Appeals

Any appeals against this policy should be made through RBA's Complaints Policy.

3. Monitoring and Evaluation

RBA is free to decide how to spend the pupil premium but are accountable for the impact this has on the targeted group through:

- Data which show the performance of disadvantaged pupils compared with their peers.
- The Ofsted inspection framework under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium.
- The reports for parents that schools now have to publish online from Sept 2012 that is required to identify; *the amount of the school's allocation from the PP 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.* (**The School Information (England) (Amendment) Regulations 2012**). As allocations are not known until the latter part of the academic year, academies should report on the funding up to the end of the financial year and update it when all figures become available.

The designated person responsible for pupil premium in RBA will monitor, evaluate and review the impact of the strategies put into place through the funding to ensure that the academy can show the value that has been added to the education of the entitled children.

The designated responsible person or Principal will report to the local governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the premium has been used. The report to the local governing body should include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last 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.

4. Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the RBA website. Copies are also available upon request from the School office. This policy will be reviewed two yearly or as required.

5. Links to other policies

This policy should be read in conjunction with the following policies:

- Children Looked After policy
- Equal opportunities policy

6. Author and Date

S.Fox March 2017