



Ormiston Bushfield Academy

Pupil Premium policy 2021-2022

Policy version control

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1. Context

Introduced in 2011, the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

The Academy receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces.

Pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

The amount of funding available, the Academy's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided as part of the Academy's Pupil Premium Allocation and Review document, available on our website.

Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We aim to support all children in the appropriate way necessary.

2. The Pupil Premium Grant

The Grant available for pupils at the Academy is as follows:

Disadvantaged Pupil	Grant Available
Pupils in Year 7 – Year 11 entitled to free school meals in the previous 6 years (Ever 6 FSM).	£955
Looked After Children (LAC)	£2,345
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£2,345
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£310



3. Our Objectives

- To provide additional educational support to raise achievement (Attainment and Progress) of pupils in receipt of the Pupil Premium
- To Narrow the gap between education achievement of these pupils and their peers (non-pupil premium)
- Address underlying inequalities, as far as possible, between these pupils and others
- Provide as much support and nurture as possible for pupil premium students
- Ensure a 'one size fits all' approach does not exist, and that we tailor support on individual basis when barriers to learning are presented to members of staff at the Academy.

4. Success Criteria

- The Attainment and Progress of disadvantaged students will match, or are rapidly approaching, other pupils Nationally and those of non-disadvantaged students within the Academy:
 - The Progress (P8) and Attainment (A8) of disadvantaged pupils compared with National figures on Progress and Attainment of non-disadvantaged students.
 - Reducing in-school gaps between disadvantaged pupils' Progress and Attainment compared with non-disadvantaged students' Progress and Attainment
 - From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
- Pupils make sustained progress throughout all year groups across many subjects, including English and mathematics
- Reducing the gap between disadvantaged pupils and their peers in relation to reading
- Improving attendance of disadvantaged pupils and reducing the gap to their peers
- All disadvantaged students to receive careers education, in particular detailed guidance for Post-16 study options
- Disadvantaged students to be in education, employment or training Post-16 and Post-18, which is tracked by the Academy.

5. Underpinning Principles

- Provision is based upon assessment and identification of individual needs for each pupil in receipt of Pupil Premium
- Ensure that all pupils in receipt of Pupil Premium benefit from funding, not just those who are underperforming
- Underachievement is targeted at all levels, not just lower attaining pupils
- Provision will draw upon research-based evidence (Education Endowment Foundation) to ensure funding allocation decisions are based on activities that are likely to make the most impact on a child



- The Academy aims to support the provision of co-curricular activities for disadvantaged students that otherwise, may be unavailable to them

6. Key Strategies

- Assigning a Senior Leader (SLT) to champion the educational needs of disadvantaged students and ensure implementation of this policy
- To ensure all teachers and teaching assistants know which students are eligible for pupil premium so that they can take responsibility for accelerating their progress. The pupil premium register is easily accessible for all staff
- Ensuring all students across the school receive good teaching in the classroom
- Maximizing the time children have to “catch up” through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. homework club or intervention sessions)
- Using achievement data frequently to check whether interventions or techniques are working and making adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning
- Working in partnership with parents to ensure the best outcomes for all pupils. Set amounts of funding is not specifically allocated but will be used to benefit the progress of all disadvantaged pupils
- Due to the number of educational trips and co-curricular activities at our school, pupil premium funding will be considered on a case by case basis with priority given to those trips essential to the curriculum
- Leaders in school will work closely with Heads of House and Form Tutors to identify and fund specific barriers to learning on an individual basis

7. Reporting

- The Academy will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes
- The Principal will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made
- Information regarding Pupil Premium spending will be published on the school’s website. To comply with DfE requirements this must include:
 - The level of pupil premium funding received in the current academic year and levels of funding received in previous academic years.
 - How the Academy has spent the pupil premium and why it has decided to spend it in the way it has.
 - Any difference made to the learning and progress of disadvantaged pupils as shown by performance data (due to Covid-19 and impact on exams, performance data is unavailable for the current review)



- A wide range of data will be used to monitor and report on progress – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data will be collected three times per academic year so that the impact of interventions can be monitored regularly
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium and reports to the Curriculum Committee of the Governing Body