

Pupil Premium Policy

University Academy Keighley



Approved by: [Name]

Date: [Date]

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by:** [Date]

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the premium. In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

3. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years 7,8,9,10,11.

The breakdown of PP eligible pupils is set out below,

Year 7: 46

Year 8: 56

Year 9: 51

Year 10: 56

Year 11: 50

Total = 259 pupils (42.3%)

In 2017-18 the total Pupil Premium Grant received was £241,000 with £935 received per each PP eligible pupil

Eligible pupils fall into the categories explained below.

3.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

3.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

3.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

3.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

4. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. The school will also use the grant to develop the self-confidence of pupils and improve their resilience and independence.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

5. Use of the grant

The pupil premium grant is used at UAK to address some of the internal and external barriers to learning which currently include but are not limited to :-

Internal barriers

- Students' reading, writing and mathematical skills upon entering UAK in Year 7.
- Progress of higher attaining PP pupils in KS3 which could prevent sustained high achievement through KS4 if not addressed.
- Behaviour issues for a small group of SEND pupils (eligible for PP) is having detrimental effect on their academic progress.
- Groups of students who are eligible for PP lacking resilience and aspiration.
- Groups of students who are eligible for PP have gaps in learning from KS2.

External barriers

- Attendance rates for pupils eligible for PP students. This reduces their school hours and has a negative impact on their progress and attainment
- Student's ability to access work at home/ work from home is limited and can become a barrier to learning.
- Attitudes to school and education

Some examples of how the school may use the grant include:

- To provide additional capacity in the classroom which allows for team teaching or smaller groups.
- Specific bids by each department to support the progress of PP students within their curriculum or pastoral area.
- Proactive work by the pastoral team to work with students to pre-empt issues arising from lack of progress or behaviour.
- Departmental or faculty initiatives designed to challenge and support students eligible for the PP grant.
- Providing a programme of opportunities for different groups of students (including PP) to raise aspirations and broaden horizons this includes visit to Universities and visits to school by inspiring speakers

- Challenges and rewards for groups of students to target and improve their attendance.
- Small group or individual interventions from a dedicated member of staff who provides support for KS3&4 students during and after school.
- Developing effective transitions including enhanced transition for certain groups of students and use of Year 6 context and performance data.
- Staff training using evidence-based research and resources from the [Education Endowment Foundation](#), and also learning from what works in our school

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Ensuring line management meetings have a focus on PP progress as a standing agenda item
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium and catch up funding on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant

- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

7. Monitoring arrangements

This policy will be reviewed annually by the senior leader with responsibility as Pupil Premium coordinator and ratified by the Governing Body

8. Links with other policies

This policy is linked to UAK policies on,

- Positive Discipline
- Admissions
- SEND
- Prevention of bullying
- Teaching and learning

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