

Mayflower Community Academy

Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant for Mayflower Community Academy is detailed within our annual Pupil Premium Action plans and published via www.mayfloweracademy.org. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Principles

- The Strategic Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and Maths provision, welfare and inclusion support)
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that 'High Quality Teaching' is provided throughout the Academy
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and also therefore the additional funding
- Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations (ARE) especially in English and Maths, but also in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped in 5 progressive waves/layers, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see Wave detail below)

- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Advisors, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Leadership Team and the Learning Academies Trust Board will consider evidence from a variety of sources, including external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following Quality First Teaching approaches or interventions will be appropriate for a particular group of Pupil Premium children, or individual pupil:

Wave / Layers of Intervention	Examples (see Pupil Premium Allocation Plan for full list of areas of spend)
1 Family Engagement	<ul style="list-style-type: none"> • Targeted induction and engagement sessions • SPOKES family support • Breakfast Club
2 Attendance	<ul style="list-style-type: none"> • Training and staff support for attendance initiatives (e.g. Attendance Buddies) • TAs employed before and after traditional school hours to support families
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Educational visits, including residential trips (or pro rata contribution to the overall cost) • Welfare support • Purposeful practice and positive play development
4 Accelerated Progress	<ul style="list-style-type: none"> • Providing targeted work with experienced specialist teachers focused on overcoming gaps in learning • Support from specialist teachers and / or Support Staff focusing on conferencing, feedback learning • Additional group teaching and learning opportunities provided by trained staff and / or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) • Staff CPD for high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities) • Research informed interventions e.g. small group tuition, peer tutoring, extended hours, Early Years intervention
5 Pupils and Parents as	<ul style="list-style-type: none"> • Monitor and mentor opportunities for pupils and their families

enablers of others	(e.g. Restaurant Leadership Responsibilities), Forest School Community Leadership
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Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce termly Pupil Premium reports for the Learning Academies Trust Board, including the following:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision and any changes that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the achievement of pupils who are receiving a particular provision, when compared with other forms of support (using welfare / academic measures depending on the Wave/Layer) ;
- members of the Learning Academies Trust Board will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been.

Appeal

Any appeals against this policy will be through the Academy's complaints procedure and in the first instance a conversation with the Headteacher.

Review

This policy will be reviewed annually in the light of any statutory or advisory changes (e.g. Ofsted Framework Reports)

Date: 17/01/19