The Aspire Academy Trust

Pupil Premium Policy

Contents

Policy aims and objectives

1. Ethos statement 2
2. Background 2
3. Context 2
4. Key principles 3
5. Monitoring and evaluation 5
6. Reporting 6

Policy aims and objectives

The purpose of the policy is to:

- outline how Aspire Academy Trust will ensure pupil premium is spent to maximum effect
- ensure the context of individual academies and the subsequent challenges faced are taken in to account

1. Ethos statement

Aspire Academy Trust offers a positive, safe learning environment for its learning community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence, self-discipline and resilience amongst our pupils.

Everyone within the Trust has an important role to play in sharing responsibility for the development of positive behaviour, outcomes and attitudes.

2. Background

2.1 The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

2.2 Aspire academies have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

3. Context

3.1 When making decisions about using pupil premium funding it is important to consider the context of the individual academy and the subsequent challenges faced.

3.2 Common barriers to learning for pupils eligible for the PP across Aspire academies include:

- Lack of support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues

3.3 All Aspire academies, as part of their Pupil Premium provision, will:

- Analyse the individual needs of each child and identify his/her barriers to learning
- Ensure that support staff and class teachers communicate regularly
- Provide extensive support for parents to develop their own skills, support their children's learning, and manage in times of crisis
- Recognise and build on children's strengths

4. Key principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

4.1 Building Belief

The Aspire Trust will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mind-sets towards learning

4.2 Analysing Data

4.2.1 We will ensure that all academies will have a Pupil Premium Champion. This person will be involved in the analysis of data in their own academy so that they are fully aware of strengths and weaknesses across the school.

4.2.2 We will use research (such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective.

4.2.3 Aspire academies will use a variety of the following approaches as part of their pupil premium provision:

- Meta-cognitive and self-regulation strategies
- Effective feedback practices
- Peer tutoring
- Oral language interventions
- Homework
- One-to-one tuition

4.2.4 To identify pupils, we will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data for pupils who receive pupil premium funding
- ALL staff are aware of who pupil premium and vulnerable children are

- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

4.3 **Improving Teaching and assessment**

4.3.1 We will continue to ensure that **all** children across the Trust consistently receive at least good teaching using our academy improvement programme to:

- Set high expectations
- Address any within-academy or cross-academy variance
- Ensure consistent implementation of the non-negotiables, e.g. high quality feedback
- Share good practice within the academy and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

4.3.2 to increasing learning time, we will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Enhancing transition with pre-school providers
- Providing early morning and after school support (where appropriate)

4.4 **Individualising support**

4.4.1 Aspire will ensure that each academy has an identified Pupil premium champion. This person will liaise with the designated senior leader responsible for pupil premium funding in each academy and work closely with the core academy champion.

4.4.2 The academy PP champion will ensure additional support provided in their academy is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing academy/home support
- Providing extensive support for parents

- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

4.4.3 Each hub has a 'hub PP champion' who is the team leader for the individual champions from each academy. The hub PP champion will disseminate information to individual academy champions and attend all the network meetings. They will be involved in the devising of new policies and procedures, quality assurance and training.

4.4.4 Aspire has an Inclusion Director who will oversee and monitor the work of the pupil premium champions and hub champion. The Director will support academy leaders with ensuring appropriate use of their PP funding on outcomes for the disadvantaged and most vulnerable pupils. The Trust board will receive termly information from the Inclusion Director regarding the Aspire pupil premium strategy.

4.5 **Going the Extra Mile**

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing, completely individualised interventions for set periods of time to support children in times of crisis.

5. Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected each half term so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed rapidly if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the leadership team maintains an overview of pupil premium spending
- A hub councillor is given responsibility for overseeing pupil premium

6. Reporting

6.1 When reporting about pupil premium funding each Aspire academy will produce a personalised strategy document. It will include:

- information about the context of the academy
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- learning in the curriculum
- social, emotional and behavioural issues
- enrichment beyond the curriculum
- families and community
- an overview of spending
- total PPG (pupil premium grant) received, total PPG spent and total PPG remaining
- a summary of the impact of PPG
- performance of disadvantaged pupils (compared to non-pupil premium children)
- other evidence of impact e.g. Ofsted, Accreditations
- case studies (pastoral support, individualised interventions)
- implications for pupil premium spending the following year

6.2 Hub councillors will consider the information provided by each academy and will ensure that there is an annual strategy statement to the parents on the academy website outlining how the funding has been used to improve outcomes for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.