

# **Pupil Premium Policy**

## **Erdington Academy**

### **Part of Fairfax Multi-Academy Trust**

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<b>Date Ratified:</b>	<b>November 2024</b>
<b>Review Date:</b>	<b>December 2025</b>

## Introduction

This policy incorporates our vision and values of, 'Ambition, Dedication, Integrity, Excellence and Tradition' which lie at the centre of all that we do and our mission statement, 'Enriching Lives; Transforming Futures'. We strongly believe that every member of Erdington Academy can achieve success when displaying an ambitious attitude and dedication to their studies. Together we can remove barriers to learning through a shared ethos centred around a real sense of moral purpose; believing we work towards being the best that we can be, in all that we do.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

The Pupil Premium is available to schools to support those pupils who fall into the categories below:

- Free School Meals (FSM) (or have been in receipt during the last 6 years "Ever6")
- Children who are looked after (Looked After Children);
- Children whose parents are currently serving in the armed forces;
- Children adopted from care under the Adoption and Children Act 2002;
- and children who have left care under a Special Guardianship or Residence Order.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish on-line information about how we have used the premium. This is published annually on our website.

## **Vision and Values**

We have the highest aspirations for all our students who attend Erdington Academy. High quality learning and teaching promotes enthusiasm for learning which enables all to be successful, articulate and resilient learners. We are passionate about enabling our students to develop a real love of learning and see their futures as full of possibilities. We want every child actively engaged in learning in the curriculum, and extra curriculum, so that they are able to reach their full potential, knowing that they are cared for and supported on their learning journey. Our intent is that all pupils, irrespective of background and barriers to learning, become polite, ambitious, empowered adults who positively participate and contribute to society.

## **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 service 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.

## **Intent**

At Erdington Academy we intend to maximise the impact of our Pupil Premium spending. We have adopted a research based approach to Pupil Premium spending as this ensures that the academy is able to balance approaches to improving Teaching, Targeted Academic Support and Wider Strategies for all pupils. By selecting and focusing on a smaller number of priorities we ensure that there is the best chance of success for all learners based on the specific needs of pupils in our local context.

We intend to:

- ensure that all staff, students and parents believe that there are no limits to what we can achieve and that together we make a difference.
- embed an ambitious mind-set so that students are always pushing themselves to achieve more and explore more.
- provide all children with fair and equal opportunities to excel by removing barriers that can stem from both a lack of resources and inspiration.
- diminish the difference between pupil groups which means pupil premium students at Erdington Academy will achieve as well as non-pupil premium students nationally.
- work in partnership with families and external agencies to ensure that we provide the very best opportunities for our children and families; enabling excellence.

## Implementation

Above all, we provide quality first teaching for all students which allows all to succeed. Research shows that quality first teaching allows every pupil to succeed. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." (THE EEF GUIDE TO THE PUPIL PREMIUM, June 2019)

## Our priorities for Pupil Premium

50% of the funding supports high quality teaching, 25% is fused or targeted academic support and 25% is used for wider strategies. **Some** of the projects the funding supports are listed below.

### Teaching:

- Use of the Progress Test series from **GL Assessments in Maths, English and Science** to accurately identify gaps in learning, intervene in a timely manner and track progress of cohorts as well as validate data from internal assessments.
- Developing of all staff through the **instructional approach to coaching** to improve learning and teaching across the school.

- **Numeracy** skills through the appointment of numeracy leader to embed numeracy across the school. This will improve cross curricular links with the subject and ensure that numeracy concepts are taught consistently.
- Developing resilience in **extended writing** through modelling and more opportunities in lesson to develop this skill in deliberate practice phase of the lesson.
- **Continuous Professional Development** for all staff based on the stage they are in their career. The academy has a particular focus on **embedding formative assessments** to further drive improvements.
- **Continuous Professional Development to improve literacy** including CPD on reciprocal reading, CPD from the National Literacy Trust across the curriculum (Eng, Maths, science, History and Geography) and CPD on developing writing resilience.
- Opportunities to master concepts across all subjects by developing a deeper and broader understanding through **subject specific CPD in faculty** meetings the delivery of expert teacher-led explanations in every lesson.

#### Targeted Academic Support:

- **Reading Interventions** for all pupils in KS3, with additional support provided to the lowest 10 % of readers to help develop reading fluency, comprehension of texts and address vocabulary gaps.
- **Targeted and specific interventions by subject staff, Achievement Coordinators and external agencies** which accelerate pupil progress.
- Access to a **career's advisor** to provide additional support to PP students and PP of which are SEND.
- Provision of additional **Teaching Assistants and HLTAs** to support targeted groups to deliver interventions.
- Ensuring all Key Stage 4 learners have the appropriate **resources** at home to support their home learning.
- Ensuring a bespoke **attendance strategy** that target groups of pupil premium students who have below average attendance.

#### Wider Strategies:

- **Coaches** at social times to develop students' social skills and encourage engagement with sport.
- **Student support for physical items** to ensure that they can access the full curriculum offered at the Academy.
- Targeted communication and support of community and parents by developing parental skills and encouraging support with reading and homework.
- **Enrichment opportunities** will ensure that pupils have access to a wider range of opportunities beyond the classroom.
- **Study skills programme** will ensure that students have the necessary skills to revise for internal and external exams.

### **Roles and Responsibilities**

Under the strategic leadership of the Head Teacher, SLT Pupil Premium Lead, Achievement Coordinators, Character Leads and Governors (who form our Pupil Premium Team) the Pupil Premium policy will be consistently implemented across our academy. All members of the Academy recognise their responsibilities in closing the attainment gaps of our children and the implementation of this policy.

**Principal and SLT Pupil Premium Lead:**

- Ensuring that all academy staff are aware of their role in raising the attainment of disadvantaged pupils.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.
- Planning pupil premium spending and keeping this under review, using an evidence-based approach and working with virtual school heads where appropriate.
- Publishing information on the academy's use of the pupil premium on the academy website, as required by our funding agreement and in line with guidance from the DfE.

**Senior Leadership Team and Achievement Coordinators:**

- Monitoring the attainment, progress and attendance of pupils eligible for the pupil premium to assess the impact of the use of the funding
- Reporting on the impact of pupil premium spending.

**School Associate Body**

- Regularly monitor the actions and impact of Pupil Premium and catch up funding. Pupil Premium is a Key Performance Indicators for the associate body, they monitor and challenge school leadership on its implementation and impact at each Associate meeting and through regular school contact, these are in form of visits and phone calls.

**All school staff are responsible for:**

- Implementing this policy on a day-to-day basis by teaching high quality lessons.
- 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

**Monitoring and Review**

Our implementation of the Pupil Premium Strategy will be **reviewed every term** to ensure that the intended impact is effective and responsive to the needs of our students. This ensures that the academy employs the most effective strategies to secure maximum impact.

**NEXT review of policy: October 2025**

