

<b>Staffordshire University Academies Trust</b>		<b>Trust Policy Document</b>	
Approved by:	Trust Board	Last Reviewed February 2023	
Policy Owner:	CEO	Page: 1 of 2	
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/> Local Academy Council <input checked="" type="checkbox"/>

## Pupil Premium Policy

### Purpose

We work to ensure that every child leaves a Staffordshire University Academies Trust (SUAT) school excited about learning and determined to succeed. We want to equip them with determination, resilience and a passion for independent learning. Our primary goal is delivering an equitable education based on quality education for all, ambitious targets and meeting the needs of the whole child.

The targeted and strategic use of Pupil Premium funding supports us in achieving our aim of setting ambitious goals and helping everyone achieve to their full potential. As a group of academies we do this by:

**Firstly** - Delivering high quality, enriching and engaging learning experiences in the classroom. Offering all pupils, a carefully planned curriculum that takes into the account the diverse needs and challenges faced by those facing financial disadvantage. This is achieved through quality first teaching, adaptive approaches and careful scaffolding.

**Secondly** – Identifying the needs of pupils and using a wide variety of targeted interventions both 1:1, small group and whole class which support and improve both core academic, wider curriculum and wellbeing needs.

**Thirdly** - We offer a rich and varied menu of extracurricular and culturally rich activities designed to engage and motivate pupils; raising their aspirations and creating a positive view of learning.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be faced by the same challenges or to the same extent. *For the purpose of this policy FSM children will include past as well as current recipients.*
- We recognise that not all pupils who are facing disadvantage are registered or qualify for free school meals and as such, in line with government guidance, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that SUAT's Principals/ Head teachers have legitimately identified as being disadvantaged. In many cases where interventions or approaches are applied the group may be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This careful and considered approach means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.
- Pupil Premium Leaders will receive professional development and support in order to effectively identify, deliver and evaluate the impact of the PP funding.

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## Provision

It is the goal that all children leave the Trust's Academies making at least their expected levels of progress. It is also our aim that the vast majority of pupils in receipt of Pupil Premium achieve at least expected levels of attainment; using national figures as our benchmark. With this goal in mind, all of our work funded by the Pupil Premium will be aimed at accelerating pupil progress. Within individual academies, targets are set to work on diminishing the difference between those who are disadvantaged and those who are not eligible for funding.

**The range of provision the Trustees may consider making for this group could include:**

### Achievement and Standards

- Training and other professional development for teachers and additional adults working in school to ensure that pupils are accessing relevant and effective strategies and approaches.
- Assessment, auditing, moderation and curriculum development to monitor, raise standards and expectations and create a shared ethos and goal.
- Adoption of strategies (e.g. metacognitive and teaching for mastery approaches) to ensure pupils learn more and remember more.

### Learning Support

- Additional class based or small group intervention work to accelerate progress of targeted groups or individuals.
- Additional resources to enable children to fully access learning and accelerate progress; where there are specific barriers other than identified Special Educational Learning Needs.

### Pastoral Work

- Staff training or use of outside agencies to deliver activities or develop pedagogical approaches to build self-esteem, confidence and aspiration.
- Work to extend personal skill sets and to support pupils in making appropriate choices to maximise learning opportunities.
- Family engagement work to support and extend learning in school into the home.
- Work to build resilience and to teach self-regulation and wellbeing.
- Analysis and adaptation of school approaches to take into account the challenges faced by those who are in receipt of PP funding; to include personal and financial barriers that may historically be built into the school day.

### Cultural Enrichment

- Access to a wide and enriching extra-curricular and wrap-around provision ensuring pupils are given opportunity to develop their talents in sport and creativity.
- Providing pupils with a wealth of cultural experiences to deepen their learning, make connections, and build cultural and social capital.

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## Use of External Support

- Seek and engage with training, guidance and support from relevant external bodies to support school in development regarding raising attainment and with a key focus on equity above all.

*Examples of these:*

- RADY – Raising Attainment for Disadvantaged Youngsters – Challenging Education
- Poverty Proofing the School Day – Children and Families North East
- The Golden Thread Teaching School Hub – Painsley
- John Taylor Teaching School Hub
- The National College
- Education Policy Institute
- EEF – Education Endowment Foundation

## Reporting

It will be the responsibility of the Principal/ Head teacher, or a delegated member of staff, to produce regular reports for the Local Academy Council on:

- The progress made towards diminishing the difference between those who are disadvantaged pupils and those not in receipt of Pupil Premium funding.
- An outline of the provision in place at the Academy – including the spending strategy required by government.
- Regular monitoring of the quality of the provision and adaptations that have been made.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision, when compared with other forms of support

The Local Academy Councils, as delegated by the Trustees of SUAT, will ensure that there is an annual statement to the parents/carers of each academy on how the Pupil Premium funding has been used to address the issue of ‘diminishing the difference’, for disadvantaged pupils and this will be available on school websites. This task will be carried out following the requirements published by the Department for Education.

## Trust support

SUAT endeavours to support all Trust academies to deliver the best possible provision for all pupils, including those in receipt of Pupil Premium funding through centrally provided CPD. Within the Trust there are qualified Pupil Premium Reviewers who can also offer specific support to individual academies as well as whole school reviews regarding planned expenditure and impact of Pupil Premium funding.