

Pupil Premium Policy

POLICY APPROVAL and REVIEW

Review date:	<i>September 2020,</i>
Approval needed by:	<i>CTA Local Governing Body</i>
Adopted:	<i>October 2020,</i>
Next review date:	<i>October 2021,</i>

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

Overarching Principles

- At Chase Terrace Academy, all members of staff and governors are committed to meeting the pastoral, social and academic needs of students who are identified as 'disadvantaged'.
- Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from disadvantaged backgrounds. Students from deprived backgrounds underachieve compared to their non-deprived peers. Pupil Premium funding is provided in order to support these students in reaching their potential by accelerating their progress.

The Government has used Free School Meals entitlement and 'Looked After' status as indicators of deprivation. Schools receive a fixed amount of money for each student who: is registered for Free School Meals; has been in receipt of Free School Meals in the last six years; or is looked after by the Local Authority. A Service Premium has also been introduced to address the needs of children whose parents are currently serving in the Armed Forces.

Objectives

- Chase Terrace Academy ensures that Pupil Premium funding reaches the students for whom it was intended, making significant impact on their education and lives.
- Pupil Premium funding is used to provide additional educational support to improve the progress and raise the achievement for these students.
- The funding is used to reduce the difference in attainment outcomes between students who are entitled to Pupil Premium funding and those who are not.
- The school uses the additional funding to address any underlying inequalities between children eligible for Pupil Premium and those who are not.

Monitoring and Evaluation of Pupil Premium Funding

- Pupil Premium funding is clearly identifiable within the budget and financial plans.
- The Executive Headteacher and Head of School, in consultation with governors and staff, decide how Pupil Premium funding is allocated for the benefit of entitled students.
- In making provision for disadvantaged students, the school recognises that not all pupils who receive Free School Meals will be socially disadvantaged or underachieving. Likewise, we also recognise that not all pupils who are underachieving and/or are socially disadvantaged are registered, or qualify for Free School Meals. As appropriate, Pupil Premium funding is therefore used to support other students who the school identifies as socially disadvantaged.

- The school is accountable for how it has used the additional funding to support the achievement of those pupils entitled to the Pupil Premium.
- The school identifies specific barriers to learning and use funding accordingly to address these barriers.
- The school assesses what additional provision should be made for individual students, taking into account their barriers to learning.
- The Assistant Headteacher (Disadvantaged Students) reports to the Governing Body on the impact of the intervention(s) on pupils, and information will be published online that outlines how Pupil Premium funding has been used.
- The school continually monitors and evaluates the impact of Pupil Premium funding, making adjustments accordingly.

Provision

- The school continually seeks to develop strategies and interventions that can improve the progress and attainment of Pupil Premium students. National research findings and the school's own data are used to identify barriers to learning and achievement for disadvantaged students, both generally and specifically, and the most effective strategies to overcome them.

Examples of provision in place (subject to change, as required) are:

- Ensuring that 'Quality First' teaching is embedded in classrooms.
- Providing small group or 1:1 support to help remove barriers to learning.
- Facilitating students' access to education and the curriculum through additional or specialist resources and educational visits.
- Providing additional support, through learning mentors, teaching assistants or external agencies.
- Helping Chase Terrace Academy to become 'poverty proof', addressing financial barriers to learning.
- Using the Accelerated Reader programme in Year 7 to identify students with low reading ages and prioritising students who need specific 1-1 or small group intervention.

Outcomes

The Assistant Head (Disadvantaged Students), in liaison with the Head of School and Executive Headteacher, is responsible for the production of an annual report for the Governing Body (and posted on the website) that includes:

- The progress made to 'diminish the difference', by year group, for disadvantaged students.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness of the provision (i.e. the use of the funding), in terms of the impact on students.

Complaints

Any complaints, in relation to the implementation of this policy, should be made through the Governors' Complaints Procedure.