



Rye College Policy

Policy Title:	Pupil Premium Policy
Leadership Responsibility:	Head of College
Review Body:	Executive Headteacher
Date:	October 2021
Review:	October 2022

Introduction

This policy incorporates the aims and values of Rye College (the Academy) being that every child is unique and deserves to reach their potential through the provision of suitable education. We are committed to addressing and overcoming socio-economic factors – or any other external factor – which may hinder student progress and attainment, and ultimately affect their life chances.

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 wealthier peers by ensuring that funding to tackle disadvantage reaches the students who need it most. [Rye College also receives the Recovery Premium which provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the Pupil Premium, this funding will help us to deliver additional evidence-based approaches to further support disadvantaged pupils.](#)

The Academy recognises that not all students who are eligible for Pupil Premium are underachieving, while some students may be underachieving and not eligible for Pupil Premium funding. It is the Academy's policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. This policy is not used to displace current strategies to intervene and support its students. Some students may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

The Aquinas Church of England Education Trust (the Trust) recognises its responsibility to ensure that the Academy fulfils its statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on students' achievement and attainment. This responsibility is delegated to the Headteacher (where appropriate references to Headteacher shall include Executive Headteacher) of the Academy. The Trust monitors the use of the Pupil Premium funding.

The Academy processes personal data in order to fulfil its responsibilities and does so in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and Data Protection Act 2018 (DPA). The Academy complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All colleagues are aware of the principles of data protection and will not processes personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Statutory Framework

Pupil Premium has been allocated to the Academy and is clearly identifiable in the budget. The Academy decides how the Pupil Premium is spent and is accountable for how the funding has been used to support students from low-income families.

Additional funding is received for students in receipt of FSM, for students in care, who have been continuously looked after for six months and those adopted from care and children of service personnel.

Aims

The targeted and strategic use of Pupil Premium and Recovery Premium funding will support the Academy in achieving its aim of helping all students achieve their full potential. To do this, the Academy will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives. The Academy will:

- Provide all students with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy supported by use of Pupil Premium and Recovery Premium funding; closing the attainment gap between our disadvantaged students and their peers and accelerating their progress;
- Work in partnership with families and students eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement;
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life; assessing and addressing their needs;
- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all students with potential barriers to learning and achievement;
- Ensure the Academy fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on students' achievement and attainment.

Although the use of Free School Meals (FSM) is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged students, the Academy recognises that:

- Not all students who receive FSM are socially disadvantaged;
- Not all socially disadvantaged students are registered for FSM.

Thus, the Academy reserve the right to allocate the Pupil Premium to support any student identified as being disadvantaged, following a needs analysis.

Responsibility

The Executive Headteacher and the Head of College are jointly responsible for the effective application of Pupil Premium funding. The day-to-day responsibility for which is delegated to our Pupil Premium Champion, Mr. S. Rickard (Assistant Headteacher: Standards).



This team will:

- Provide termly Pupil Premium progress reports for consideration by the SLT;
- Provide appropriate support and guidance for staff when planning Pupil Premium targets and support;
- Liaise with external partners and agencies, where necessary;
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.;
- Monitor delegation of funding for Pupil Premium;
- Provide information on allocation for Pupil Premium funding via the school website and reports to the Trust;
- Work with designated staff to monitor attendance and evaluate against set targets on the Pupil Premium plan;
- Ensure teachers identify Pupil Premium students and their needs in order to ensure that they achieve expected progress;
- Ensure that meetings are held with parents and students to analyse and discuss needs;
- Work with students, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for Pupil Premium;
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all students, including those requiring additional support;
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage;
- Maintain a record of student progress and impact of mentoring, and provide feedback to the class teacher;
- Seek to promote the personal wellbeing of students and their involvement in the wider opportunities available through the extended curriculum.

Provision at the Academy

The Academy will look at the individual needs of each student in receipt of Pupil Premium funding and identify their barriers to learning whilst recognising and building on their strengths. There will be regular communication between staff to ensure that these students are identified and the necessary support and differentiation is put in place. The Academy will engage with parents to provide extensive support for them to develop their own skills in order support their children's learning.

Common Barriers to Learning

Research suggests that the common barriers to success can be:

- Special educational needs – either educational, social and emotional or physical disability;
- Potentially less support at home;
- Weak language and communication skills;
- Lack of confidence;
- Disenfranchisement from education, fewer family members experiencing higher education;
- Behaviour difficulties;
- Attendance and punctuality issues;
- Availability of resources.



It is important to recognise that these indicators are not limited to learners with a pupil premium status and may not be applicable to every family.

Given these barriers, the range of provision the Academy may consider making for this group may include:

- Achievement and standards – use of the Pupil Premium bid budget for all subjects to access, to ensure that all Pupil Premium students have the materials they need to access their courses. Regular line management meetings to ensure that the progress of Pupil Premium students is as good if not better than non-disadvantaged students.
- Learning support – A tutor time program to provide literacy, numeracy, English and maths support for students in Years 7 and 11. This support includes the use of Reading Wise. Small group maths withdrawal for Year 11 Pupil Premium students below target.
- Pastoral support – The Academy will take steps to raise self-esteem, extend the personal skill set and support students in receipt of Pupil Premium to make appropriate choices in order to maximise learning opportunities.
- Provide targeted support, including a school-led tutor in mathematics and remote tuition in English Language or mathematics.
- Extra-curricular and enrichment provision.
- Links with parents - The Academy will take steps to develop parental engagement and raise aspirations including through Action Your Potential, to improve outcomes for Pupil Premium students.
- External services - The Academy may use Pupil Premium funding to buy in additional psychological and welfare services to support students in receipt of Pupil Premium and their families.

Measuring and Reporting

The Academy will evaluate the impact on each student at the end of each term. Evaluation will focus on academic gains and how students' self-confidence has developed as a consequence of the intervention. It will consider:

- Progress made towards narrowing the gap by year group for Pupil Premium students (and compare this with the national average where data is available);
- An outline of the provision that was made during the term;
- An evaluation of the effectiveness in terms of the progress made by Pupil Premium students.

The Academy will issue an annual statement online to parents on how the Pupil Premium funding has been used to address the issue of closing the gap for disadvantaged students.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring students;
- The majority of Pupil Premium children meeting their individual targets;
- Developing confident and independent learners;
- Parents that are engaged and involved in their children's learning.



The evaluation will be considered by the Head of College and reported to the Trustees as part of the report provided to the Education Scrutiny Committee by the member of staff responsible for Inclusion and SEND.

Reviewing

This policy will be reviewed on an annual basis.

February 2019 BBL

October 2020 BBL

October 2021 BBL

EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.