



Pupil Premium Strategy

The Enquire Learning Trust

Approved by:	Trustees		
Last reviewed:	Sept 2023		
Next review due by:	Sept 2024		

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Version History

Date	Author	Version	Comment
Sept 2021	Jaimie Holbrook	1	Review
Sept 2022		2	Review
Sept 2023	Jaimie Holbrook	3	Review

The Enquire Learning Trust- Pupil Premium Strategy

1. Aims

The aim of the Enquire Learning Trust is to ensure that all pupils, no matter what their background, are afforded the educational opportunities they deserve. All pupils should receive the very best education we can provide. The Enquire Learning Trust refuses to accept that any pupil should be destined to underachieve by virtue of their social circumstances. We are strongly committed to raising the achievement of disadvantaged pupils in all of our academies.

Our aspirations are that:

- ✓ Every child attends a school that is good or better
- ✓ Every child makes good or better progress
- ✓ Attainment is above national average in every academy
- ✓ In every classroom teaching is judged to be good or better
- ✓ All children develop powerful behaviours for learning
- ✓ And all children experience a world class curriculum offering

Every employee of the Trust has a part to play in ensuring that all pupils, including those that are disadvantaged, achieve educational and personal excellence. Each of us acknowledges that we are accountable for the impact of our efforts and to improve outcomes and diminish gaps in achievement.

2. Context

The Pupil Premium is additional funding that is allocated to schools to raise the achievement of disadvantaged pupils. Our aim is to diminish the achievement gap between disadvantaged and non-disadvantaged pupils within each of our academies and with national averages. Any pupil who has been eligible for Free School Meals in the past six years is eligible for the funding. Each eligible primary school child attracts £1320 per annum. Looked after children and those adopted from care attract an enhanced rate of £1900 per annum (Pupil Premium Plus).

3. Strategic Approach

The Enquire Learning Trust's strategic approach to the use of pupil premium funding is founded upon the seven building blocks of success identified by the National Foundation for Education Research (NFER) in its November 2015 report:

- Promoting a whole school ethos of high expectation and attainment for all pupils, never stereotyping disadvantaged pupils as a group with less potential to succeed;
- Recognising that highly effective behaviour strategies foster good learning and recognising that in order to succeed, all pupils need to attend school regularly;
- Ensuring that all pupils receive 'quality teaching first' and supporting teachers to be the best they can be;

- Considering the individual needs of pupils and providing timely and effective support;
- Deploying the best staff to support disadvantaged pupils; developing the skills of all staff, including teaching assistants, and providing opportunities for the sharing of best practice;
- Using assessment information effectively to review and adjust support;
- Ensuring that accountability for success lies with all members of staff; maintaining high aspirations and seeking ever improving approaches from other professionals.

4. Using Pupil Premium Funding Effectively

The successes of disadvantaged pupils hinge upon effective leadership and deployment of pupil premium funding. Insights drawn from Sir John Dunford's work as National Pupil Premium Champion underpin leaders' decisions and actions. These common characteristics of successful schools are considered when academy leaders design pupil premium plans:

1. Excellent collection, analysis and use of data relating to individual pupils and groups.
2. Unerring focus on the quality of teaching.
3. Identification of the main barriers to learning for Pupil Premium-eligible pupils.
4. Frequent monitoring of the progress of every Pupil Premium-eligible pupil.
5. When a pupil's progress slows, interventions are put in place rapidly.
6. Every effort is made to engage parents and carers in the education and progress of their child.
7. If poor attendance is an issue, this is addressed as a priority.
8. Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
9. Staff (teachers and support staff) are trained in-depth on the chosen strategies.
10. Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils. Performance management is used to reinforce the importance of Pupil Premium effectiveness.
11. Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.
12. Members of the AIC are trained on Pupil Premium.

Members of the Trust central team identify examples of effective use of funding within the Trust's academies. This intelligence is shared with leaders of academies where attainment or progress needs to improve. All academies are encouraged to look beyond the work of Trust schools and draw upon the successes achieved by schools in similar contexts. The Education Endowment Fund (EEF) provide a database that school leaders can use to seek further support:

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database>

The Trust expects school leaders to make well informed decisions when using pupil premium funding. It is inevitable, and expected, that pupil premium funding will affect all pupils, even those that are not disadvantaged. However, school leaders maintain an acute interest in the progress that any disadvantaged pupils make as a result of this funding. School leaders use a tiered approach to the use of pupil premium spending, applying this approach to the barriers to learning faced by disadvantaged pupils.

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

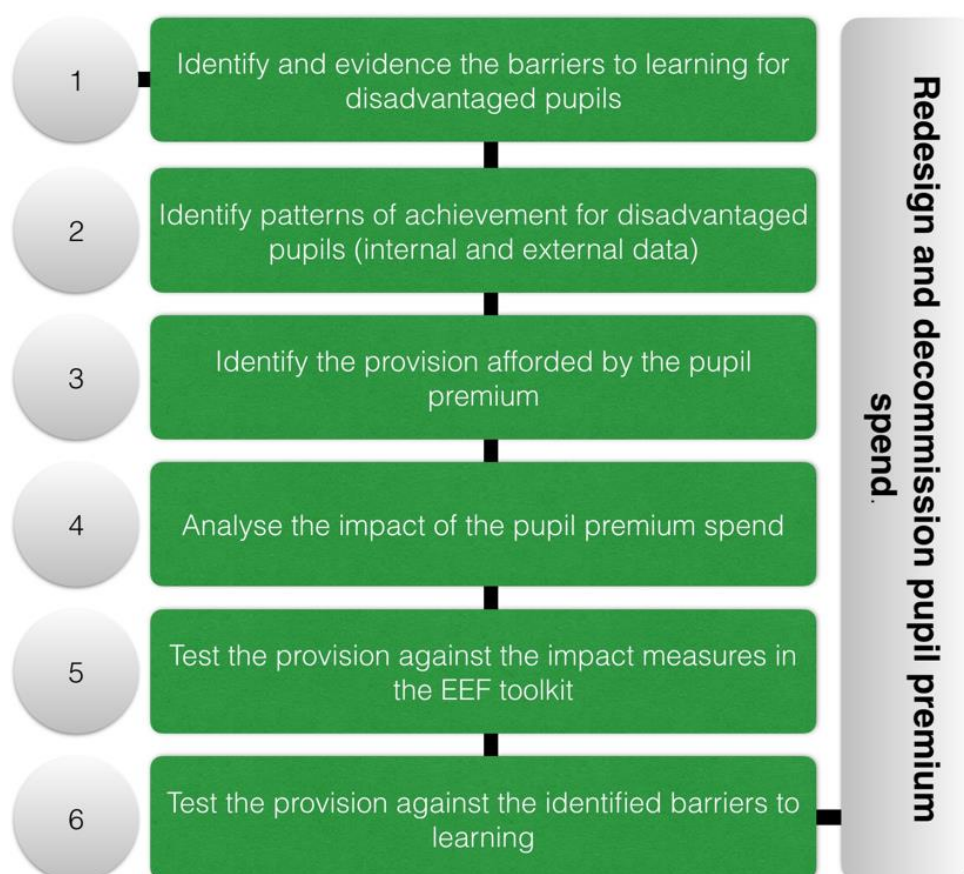
When selecting appropriate strategies, the Trust expects its school leaders to be familiar with research findings such as those summarised in the Sutton Trust - Education Endowment Foundation Teaching and Learning Toolkit and Early Years Toolkit:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

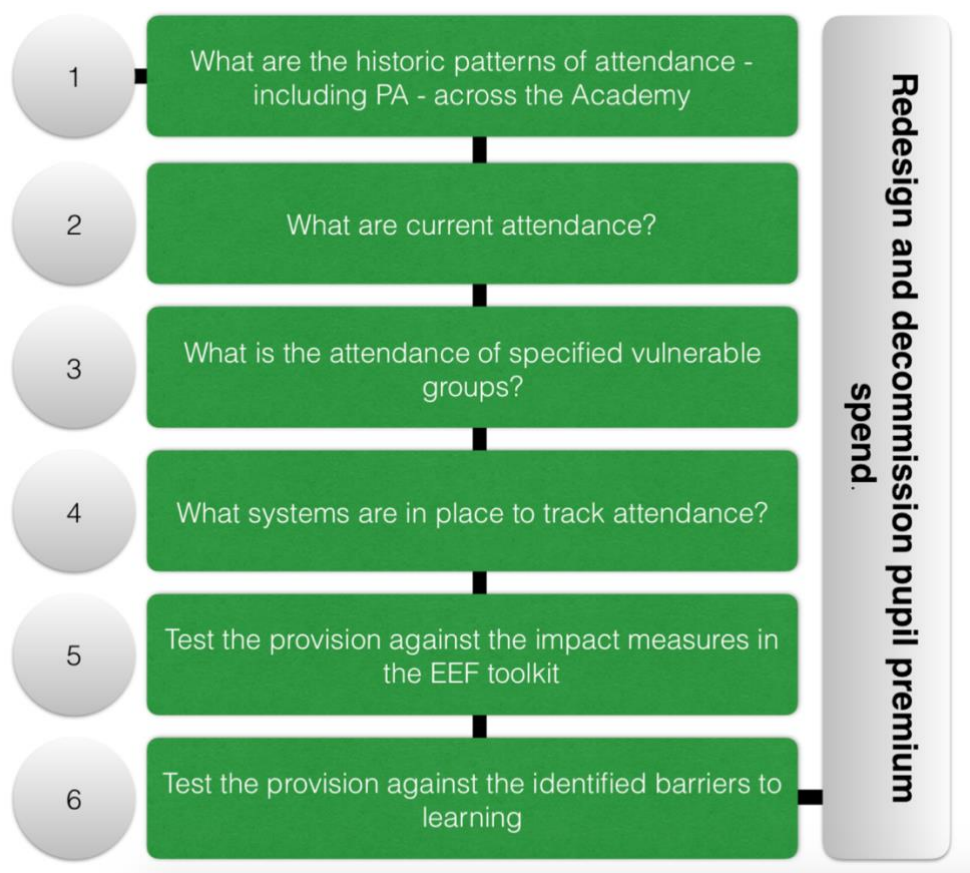
5. A Cycle of Improvement

Each academy follows a cycle of improvement and review. This process informs the academy's pupil premium plan and is informed by the materials highlighted above. Impact is measured not only at termly data entry points, but through ongoing qualitative judgements and informal conversations between staff and senior leaders. Each cycle is used to inform the subsequent deployment of funding as leaders learn from the successes they achieve and the ways they could use funding more effectively.



6. Attendance

The Trust recognises that in order to be successful, pupils must attend school regularly. The Trust's Attendance team monitor the attendance of disadvantaged pupils throughout the year. The Attendance team meets with school leaders to discuss the attendance of individual pupils when the attendance of disadvantaged pupils falls below national averages. Together they review current arrangements for attendance, discuss the attendance of individual pupils, consider the strategies being used in other academies and plan steps to make improvements in the following term.



Schools are obliged by law to publish their Pupil Premium strategy online. All academies use the Teaching Schools Council template which is available online via the link below:

<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium/>

7. Oversight and Challenge

The member of the central team responsible for Development provides an external review of the pupil premium plan in the Autumn term alongside academy leaders. This is part of the Trust's Keystones, ensuring that leaders reflect carefully on how pupil premium funding is deployed. Each term, the Development officer reviews the outcomes of disadvantaged pupils' using the Trust's data management system. Where necessary, this forms the basis of a discussion to review how funding is being used.

School leaders report to Academy Improvement Committees (AICs) each term. In the Autumn term, school leaders submit their pupil premium plans to the AIC. The Academy Profile and the Data Profile provide AICs with information about the attendance of disadvantaged pupils and information about pupil outcomes. AICs challenge leaders to reflect upon the impact of their work and what could be improved. Other members of the Trust school improvement team are kept informed through AIC meetings. This provides the central team with further insight and quality assurance over the work of the Development Officer.

Trustees receive regular reports from the central team focusing upon the outcomes and attendance of disadvantaged pupils. Trustees question and challenge members of the central team who provide support for academies.

If disadvantaged pupils are significantly underperforming, Trust leaders may recommend a pupil premium review. This is undertaken by the member of the central team responsible for Development.