



# Pupil Premium Policy

## BASE Academy Trust

Policy Reviewed:	September 2024
Next Review:	September 2025
Signature of Chair of Trust Board: Craig Graham	Signature of Executive Headteacher: Lisa Whittaker



## **BASE Academy Trust** **Pupil Premium Policy**

### **Background**

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

### **Aims**

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This policy offers guidance to schools within Base Academy Trust in securing the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

### **Eligibility and funding**

Pupil premium funding based on the number of pupils in school in October each year from the following groups:

- Free school meals;
- Looked after and previously looked after children;
- Service premium- whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract service premium do not form part of the schools disadvantaged population or data.
- Recovery Premium provides additional funding for state schools in the 2021-2022 academic year. This funding will help schools to deliver evidenced based approaches for supporting disadvantaged pupils.

### **Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. Schools reserve the right to allocate the funding to support any groups of pupils the school has legitimately identified as being disadvantaged. E.g. pupils who are in contact with a social worker and pupils who are acting as a carer.

### **Allocation of additional funding**

All schools in Base Academy Trust will use the Education Endowment Foundation (EEF) Guide to the pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps:
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must also support middle and higher attaining pupils not just lower attaining pupils;
- Focussing on a small number of carefully chosen priorities is effective-less can be more.

In line with the EEF Guide, all schools within Base Academy Trust will adopt a tiered approach to Pupil Premium spending. They are as follows:

### **Quality First Teaching**

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil

Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

### **Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

### **Responsibilities**

#### **Trustees are responsible for:**

- Holding Trust leaders to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress and attainment.

#### **The CEO/Executive Headteacher is responsible for:**

- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending for all schools:
- Commissioning Pupil Premium reviews as required;
- Producing termly reports (to Trustees) relating to outcomes for disadvantaged pupils for both individual schools and the Trust.

#### **Local Governing Boards are responsible for:**

- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.

#### **Head of Schools are responsible for;**

- Writing the annual Pupil Premium statements using agreed EEF guidance and templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the schools website;
- Producing termly reports relating to outcomes for disadvantaged pupils to LGB and the Trust.

#### **Teachers and other school staff are responsible for:**

- Ensuring they have accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly;
- Implement the school's agreed Pupil Premium strategy (as appropriate to their role)