

ST CHAD'S ACADEMIES TRUST PUPIL PREMIUM STRATEGY

St Chad's Academies Trust's role is to ensure that **all** children – including the most disadvantaged – get the educational opportunities they deserve and make the most of them. Moreover, the Trust is firmly committed to raising the achievement of disadvantaged children in each of its academies and refuses to accept that any child is ever destined to underachieve by virtue of their social circumstances.

St Chad's Trust regards raising the achievement of disadvantaged pupils as being at the very core of its Christian moral purpose. Every person employed by St Chad's Trust has a part to play in helping disadvantaged children to achieve educational excellence, and each of us acknowledges that we are accountable for the impact of our efforts to improve outcomes and diminish gaps in achievement.

An important aspect of the Trust's efforts to raise achievement will be to ensure that Pupil Premium funding is spent in ways that have the maximum possible impact on pupil progress and learning. The Pupil Premium is additional funding from central government which is allocated to schools for the intended purpose of supporting them in their efforts to raise the achievement of disadvantaged pupils, the overall aim being to diminish gaps between disadvantaged and non-disadvantaged children both within school and nationally. Any pupil who has been eligible for Free School Meals in the past six years is eligible for the funding.

The Pupil Premium Grant for 2019/20 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or	£2,300

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provided with accommodation by, an English local authority

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
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Service children

Pupil premium per pupil

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300
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In March 2018 the Government announced that free school meals would only be available to children in KS2 whose families have a net income of £7400 or under, effective from 1 April 2018.

St Chad's Trust's strategic work on the Pupil premium - at both Board and school leadership level - is underpinned by the seven building blocks of success identified by the National Foundation for Education Research (NFER) in its November 2015 report: Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice:

- Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments;
- Focussing on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
- Focussing on outcomes for individual pupils rather than on providing strategies;
- Deploying the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants rather than using additional staff who do not know the pupils well;
- Making decisions based on data and respond to evidence, using frequent, rather than one off assessment and decision points;
- Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

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St Chad's Trust will rigorously review the learning and achievement of disadvantaged children in its academies, forensically analysing their progress and attainment. It will question and challenge schools in ways that highlight good practice in raising achievement and actual and potential underachievement. In doing so, it will look at both external and school-based data sources. St Chad's Trust recognises that disadvantaged children do not form a homogenous group, and consequently it will raise questions about the achievement of disadvantaged pupils who are more able and/or who have special educational needs or a disability. Where underachievement persists in a school, the Trust will make arrangements for a formal Pupil Premium review to be undertaken.

St Chad's Trust acknowledges that effective governance is a crucial component of raising achievement and that it has a responsibility to ensure that any individuals involved in governance are properly equipped to ask searching questions about the performance of pupils who attract the Pupil Premium. Those involved in governance need to be made fully aware of the moral imperative of this aspect of their work.

St Chad's Trust believes that academy leaders are best placed to make decisions about how pupil premium money is spent in their respective schools. However, schools will be held to account by their Local Academy Committee for the impact of their spending. The termly Raising Achievement Board holds Principals, their Chair of Local Academy Committee and their improvement adviser to account. School leaders will need to be able to describe the barriers to learning which they have identified and explain why particular strategies have been chosen to address them. They will be required to report on the impact of their chosen strategies and the lessons learnt.

St Chad's Trust will facilitate school-to-school learning through its leadership and governance networks so that schools can learn what works (and what doesn't) through discussion with other schools within the St Chad's family and outside of the Trust. The Trust's academy leaders are also encouraged to make use of the Sutton Trust's Families of Schools database in order to identify schools with similar demographic contexts to their own:

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

St Chad's Trust expects school leaders to make very well informed decisions when it comes to spending pupil premium funding. 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:

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

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

St Chad's Trust expects its schools to rigorously monitor and evaluate the impact of any strategies paid for out of Pupil Premium Grant funding. Where strategies are not proving effective, it is anticipated that they will be discontinued.

Schools are obliged by law to publish their Pupil Premium strategy online. The Trust recommends that St Chad's Academies Trust 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/>

Overview – Endowment Foundation Teaching and Learning Toolkit

At a time of stretched budgets, school leaders and governors need to be researching in places like the Education Endowment Foundation Teaching and Learning Toolkit – at the high-impact, low-cost strategies that are shown by evidence to make the biggest impact.

In addition to the Toolkit, national reviews of successful practice with pupil premium have produced considerable evidence of what works best.

Here are 25 low-cost ways to spend the pupil premium and make the maximum impact:

1. An ethos of attainment for all pupils - high aspirations and expectations for all
2. An unerring focus on high quality teaching
3. 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils
4. Identify the main barriers to learning for disadvantaged pupils
5. Frequently monitor the progress of every disadvantaged pupil
6. When a pupil's progress slows, put interventions in place rapidly
7. Deploy the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs
8. Collect, analyse and use data relating to individual pupils and groups
9. Evaluate the effectiveness of teaching assistants and, if necessary, improve this through training and better deployment
10. Use evidence (especially the Education Endowment Foundation Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning

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of disadvantaged pupils. High-impact, low-cost strategies include the following seven strands:

11. Feedback;
12. Meta-cognition;
13. Mastery learning;
14. Reading comprehension;
15. Collaborative learning;
16. Oral language interventions;
17. Peer tutoring
18. Replace some 1:1 support with small group work
19. Evaluate the effectiveness of interventions and make adjustments as necessary
20. Staff can agree that when they mark a set of books, they mark the books of disadvantaged pupils first
21. In-depth training for all staff on chosen strategies
22. Teachers should know which pupils are eligible for pupil premium
23. Use performance management to reinforce the importance of pupil premium impact
24. Train governors on pupil premium
25. Have a senior leader in charge of pupil premium spending and impact