

# ST CHAD'S ACADEMIES TRUST PUPIL PREMIUM STRATEGY

## 2021/22

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## St Chads vision and values



St Chad's Academies Trust will actively promote and support the development of thriving learning communities and work relentlessly with the Local Academy Committee to enrich and enhance parental engagement, strengthening the role of academy within the community and parish.



All academies, from the high performers to the most vulnerable, will access and receive the appropriate support and challenge to improve further. St Chad's Academies Trust is committed to raising and sustaining high standards of achievement focusing on the aspirations, expectations and confidence of pupils, working with staff, the LACs, parents and the community.



**DISCOVERING**  
THE HEART OF GOD



Professional development is a key strand of the strategy and success. Quality training and support will be provided to ensure teaching is never less than good. Our ambition is to provide and support a professional body of the highest quality.



School to school support is strength of the Trust, continuing to share best practice across academies within the Trust and outside of the Trust in a systematic and coherent manner. Our Christian foundation provides the platform for our success: 'Deeply Christian, Serving the Common Good'. This will support the development of effective and creative models of system leadership whilst maintaining their individuality.

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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 Academies 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 academy and nationally. Any pupil who has been eligible for Free Academy Meals in the past six years is eligible for the funding.



## Pupil eligibility and funding rates 2021 to 2022

This table shows how much pupil premium funding Academies and local authorities receive for each eligible child in 2021 to 2022.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free academy meals, or have been eligible in the past 6 years	£1345	£955	Academy
Pupils who have been adopted from care or have left care	£2345	£2345	Academy
Children who are looked after by the local authority	£2345	£2345	Local

### The principles of funding allocation

The pupil premium is awarded solely based on whether pupils meet the eligibility criteria, not pupils' attainment or achievement. In fact, evidence has shown that high-attaining disadvantaged pupils are especially at risk of later under-achievement.

The pupil premium is not an entitlement for individual pupils, so it is not adjusted if a pupil leaves the academy, with the exception of pupils who are permanently excluded.



## Ensuring that all disadvantaged pupils are identified

Although all pupils in Reception, Year 1 and Year 2 now receive FSM as part of the government's UIFSM provision, this does not mean that any child automatically qualifies for the PPG.

Parents must still apply for FSM via their LA. Academies must communicate this to all parents clearly. There are a variety of ways the PPG can be spent; one example could be spending it on breakfast and after academy clubs which can have a positive impact on low income families.

Leaders must ensure that, throughout the academy academic year, they closely support low income parents – by highlighting the current impact in the academy newsletter or website, the academy can effectively raise the profile of the availability of the PPG.

## What is the Service Pupil Premium?

The Department for Education (DfE) introduced the Service pupil premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

Academies in England, which have children of service families in academy years reception to year 11, can receive the SPP funding. It is designed to assist the academy in providing the additional support that these children may need and is currently worth £310 per service child who meets the eligibility criteria.

### Eligibility criteria

Pupils attract SPP if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve service)
- they have been registered as a 'service child' on a academy census since 2016, see note on the DfE's ever 6 service child measure
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

Children have to be flagged as service children ahead of the autumn academy census deadline. Service parents need to make the academy aware of their status by talking to the head teacher or academy admin staff.



## Approaches to spending

Academies should base their approaches to spending the pupil premium on pupils' needs at the time. The academy should review and update its spending strategies regularly, at least annually.

One effective approach to narrowing the attainment gap is targeting specific areas to improve. Academies may wish to use a tiered approach, combining teaching improvements with targeted academic support and wider support strategies.

Academies could also take a longer-term approach to planning their use of the pupil premium. This would involve planning spending, recruitment and staff development over a chosen period (e.g. three years) to maximise the long-term benefits of the pupil premium. This strategy should also be regularly reviewed and updated by the academy throughout its implementation.

## The Education Endowment Fund (EEF)

The Education Endowment Fund (EEF) recommends that Academies use the pupil premium to improve the quality of teaching and employ wider strategies to improve pupils' readiness to learn. These aims benefit both eligible and non-eligible pupils.

The pupil premium could be spent on the following academic support:

- Extra tuition before and/or after academy
- Additional one-to-one support
- Additional teaching assistants
- Additional developmental help (e.g. speech and language therapy)
- English lessons for pupils who speak another language at home
- Music lessons for pupils whose families would be unable to afford them
- Educational resources (e.g. laptops)
- Educational trips and visits

As well as academic support, the pupil premium could be spent on the following:

- Non-academic improvements (e.g. better attendance)
- Non-academic outcomes (e.g. improving pupils' mental health)
- Activities that benefit non-eligible pupils (e.g. non-educational trips)
- Physical wellbeing activities
- Community facilities
- Academy uniforms
- Nurture groups



## Reporting

Academies must be transparent about how they are spending the pupil premium. Parents, governing boards and Ofsted should be able to understand the academy's spending strategies and evidence-based rationale. Ofsted and the DfE will not ask for itemised spending records; however, Ofsted will inspect how effectively the academy uses the pupil premium, including non-academic provisions and pupils' preparation for life.

Academies must publish a pupil premium statement on their website. Academies should check their funding agreement for more details. This statement is intended as neither an accounting tool nor a means to monitor gaps in attainment. The DfE will not use the statement to monitor effective use of the pupil premium, nor to make decisions about future funding allocation. Ofsted will only use this statement to prepare before an inspection.

The online pupil premium statement does not require a specific format but should include the amount of money allocated that year, the academy's spending intentions, the reasoning behind these decisions, possible barriers to overcome, and the intended impact of the pupil premium. The statement's length should reflect the amount of money allocated.

Parents and governors should be able to easily understand the academy's pupil premium statement. The academy should provide evidence of progress due to effective pupil premium spending (e.g. performance tables showing the improvement of eligible pupils and their attainment compared to the national average).

## Considerations for success

Academies should ensure that all staff are committed to closing the attainment gap through the use of the pupil premium. The National Foundation for Educational Research (NFER) identified the following points as being essential for success:

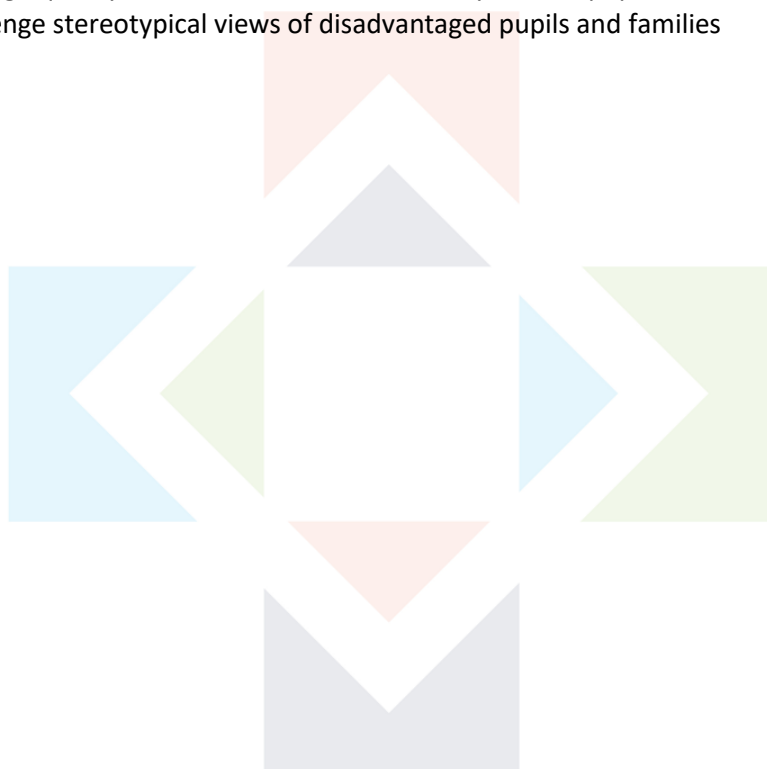
1. A whole-academy ethos of attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Decision making is driven by data and evidence
7. Clear, responsive leadership

Consider the following strategies to improve academy practice:

- Give disadvantaged pupils equal access to high-quality teaching
- Create regular opportunities to talk and listen to disadvantaged pupils
- Provide effective feedback, especially verbal feedback, with time to respond
- Track pupils' progress frequently to evaluate learning and plan the next steps



- Maintain high expectations for all pupils, including disadvantaged pupils
- Understand the barriers to learning faced by disadvantaged pupils
- Ensure disadvantaged pupils can engage with work at home
- Offer new experiences to inspire disadvantaged pupils
- Deploy and develop existing staff effectively
- Interrogate longstanding procedures
- Deliver great leadership at every level
- Use evidence-based strategies for success
- Hold staff accountable for improving performance
- Establish an innovative curriculum to meet pupils' needs
- Use high quality texts and technical vocabulary with all pupils
- Challenge stereotypical views of disadvantaged pupils and families







## Review of the effectiveness of PPG

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 Academies in ways that highlight good practice in raising achievement and actual and potential underachievement. In doing so, it will look at both external and academy-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 an academy, 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 Academies. However, Academies 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. Academy 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 academy-to-academy learning through its leadership and governance networks so that Academies can learn what works (and what doesn't) through discussion with other Academies within the St Chad's family and outside of the Trust. The

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

St Chad's Trust expects its Academies 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.