



The Robert Carre Trust

Pupil Premium Policy

Introduction

The Pupil Premium is a government initiative that targets extra money for students from disadvantaged backgrounds and from service families.

Pupil Premium is a fixed amount of money per student, allocated to schools, based on the number of students eligible for Free School Meals at any point in the last 6 years, children who are looked after by the Local Authority, or who have been in local authority care for 1 day or more, children who are deemed to be looked after by an LA because of adoption, a special guardianship order, a child arrangements order (previously known as a residence order) and Service children.

The government is not dictating how this money should be spent, but is clear that schools will need to employ the strategies that they know will support their students to increase their attainment and 'close the gap'. Trusts and Schools will be accountable for 'closing the gap' and there are measures that show the attainment of students classed as disadvantaged compared with their peers.

For students who attract the highest rates of funding, the 'virtual school head' of the local authority that looks after the student will manage the funding.

Disadvantaged Students

Research has shown underachievement for those from disadvantaged backgrounds and the disadvantaged premium is designed to help to 'close the gap'.

The government has used students entitled to Free School Meals (FSM) or who have been in receipt of them in the past six years (Ever6), along with looked after children and those adopted from care as an indicator for disadvantage. National data shows that students who receive FSM make less progress at school than their peers and subsequently do less well in external examinations such as GCSE. The aim of the Pupil Premium is to try and close this attainment gap by investing the money in the student's education and this is included in the school's budgeting plans for the year. Full details are available on the website of the School in question.

Provision

In order to meet the above requirements, the Robert Carre Trust will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all students in each school in the Trust.

As part of the additional provision made for students who belong to vulnerable groups, the Trust will ensure that the needs of socially disadvantaged students are adequately assessed and addressed. In making provision for socially disadvantaged students, the Trust recognises that not all students who are eligible will be socially disadvantaged.

The Robert Carre Trust also recognises that not all students who are socially disadvantaged are registered or qualify for Free School Meals and reserves the right to allocate the Pupil Premium

funding to support any student or group/s of students the school has legitimately identified as being socially disadvantaged.

The range of provision includes

- Facilitating students' access to education;
- Facilitating students' access to the curriculum;
- Additional teaching and learning opportunities;
- Alternative support and intervention, arranged through a student's parents, where funds are available after securing the school's own programme.

The Executive Headteacher/Headteacher, in conjunction with the SLT and Heads of Year of that school, will maintain an ongoing programme of support for socially disadvantaged students. This will be subject to the oversight of the Local Governance Tier of the school and by the RCT Board.

Service Premium

The service premium is not the same as the 'deprivation premium' in that it is not about 'raising attainment' but it is about providing additional (mainly pastoral) support for children with parents in the Armed Forces.

The Service Premium is designed to support children with parents serving in the regular British armed forces.

Students currently attract the Service Premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 6 years
- one of their parents died while serving in the armed forces and the student is in receipt of a Child Pension from the MOD.

Purpose

Service children are supported in the same way as Pupil Premium Students, although rather than dealing with cases of financial hardship, the fund exists to support the students in other ways. The fund is allocated by the school and monies are not allocated directly to students. For example, money is used to:

- support the work of the school's pastoral team to provide help and guidance for students and their parents during times of family transition, such as when a parent is on a posting.
- provide additional academic mentoring and 'catch up' support for service children if they need it when they first arrive at the school after the start of Year 7. This is in recognition of any potential problems they may experience when adapting to new subject options and/ or examination specifications.

Additionally, links may be forged between the school community and the armed services, for example, the school may participate in the Armed Forces Day flag raising ceremony.

Reporting

It is the responsibility of the Executive Headteacher/ Headteacher in the Robert Carre Trust to produce an annual report for the Local Governance Tier and the RCT Board on:

- A summary of the main barriers to educational achievement faced by eligible students at our school.
- An outline of the provision that was made during the term since the last meeting

- The progress made towards 'closing the gap', by year group, for socially disadvantaged students;
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support;
- A report outlining all of the above is published annually on the school website.

The Local Governance Tier will consider the information provided by the Executive Headteacher/ Headteacher in the light of the data relating to the progress of the school's socially disadvantaged students in conjunction with the school performance tables.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'close the gap' between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children;
- The vast majority of socially disadvantaged children will meet their individual targets;
- Effective parental student school support;
- Having an effective system for identifying, assessing and monitoring students;
- Having a whole-school approach;
- Create a positive school atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners.
- Closing the gap ('diminishing the difference') between disadvantaged and non-disadvantaged students in attainment, progress, attendance, participation in visits and extra-curricular activities, etc.

Role of the Local Governance Tiers and the Trust Board

- Challenging the allocation of the Pupil Premium, ensuring there is a clear audit trail, evidencing appropriate use of funds
- Monitoring Pupil Premium spend, ensuring money is spent in identifiable ways to support target groups of students
- Monitoring impact on attainment of groups of students over time, seeking evidence of how disadvantaged students are progressing compared to non-disadvantaged students nationally.

Appeals

Any appeal in connection with the disposition of the Pupil Premium funding will be dealt with through the Local Governors' Appeals Panel.

Publication of Information relating to Pupil Premium Funding

The RCT Trustees are responsible for ensuring the publication annually of information on each school's website on the following

- Amount of PP Funding received
- How the money was spent and evaluation of impact
- The plans for use of PP Funding for the current academic year, and
- Any other significant impacts of the funding.

Adopted by the Trustees on 17 March 2024

Next Review Date: March 2025 (annually)