

<b>CAMBOURNE VILLAGE COLLEGE PUPIL PREMIUM PROCEDURE</b>	
<b>Date of Last Review</b>	<b>June 2024</b>
<b>Review Cycle:</b>	<b>2 years (or sooner if appropriate)</b>
<b>Date of next review:</b>	<b>June 2026</b>
<b>Responsible Person:</b>	<b>E Gildea</b>

## **Pupil Premium**

The Pupil Premium is a sum of money, introduced in April 2011 by the coalition government, to assist schools in addressing the gap in attainment between students deemed ‘disadvantaged’ and their peers. Children are considered disadvantaged if they are *currently* eligible for free school meals (FSM) or *have been* eligible at any point in the last six years (Ever6/FSM6), if they are looked after, or live within families who work in armed forces (NB. This latter category is considered discretely to the category of FSM6, and funding will be spent differently, in line with recommendations). The Pupil Premium is paid for pupils between the ages of 5 and 16 and is intended to be spent in ways that close the gap in attainment between these students and their peers. The current rate of payment is £1,035 per FSM or Ever6 pupil; £2,530 per looked-after child where the child has been looked after for 1 day or more, has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order; and £335 per child in an armed forces family.

At Cambourne Village College, the Pupil Premium is used to aid those of our pupils at significant financial disadvantage to achieve their full potential during their time with us. This is in line with our Academy Trust’s core principles:

- Excellence in education provision
- Meeting the needs of our students in a comprehensive setting
- Education at the heart of the community (in line with the Henry Morris vision)
- Working in partnership with other schools in the Trust and beyond
- Education with an international outlook

National statistics show that children who are, or who have ever been eligible for Free School Meals, achieve less well than their non-FSM peers, and are more likely to be classed as NEET after leaving school. We spend our Pupil Premium funding to ensure that students in this category at Cambourne Village College make progress in line with that of their peers, and that they have equal opportunities to develop beyond the formal curriculum time.

## **Intended Outcomes (see PP report for detailed success criteria)**

- Strong progress demonstrated by external examinations.
- Improved reading fluency and comprehension.
- Strong academic progress across KS3.
- Equivalent access to extra-curricular activities, including those that enhance cultural capital.
- Pupils are aspirational for themselves and their progression.
- To mitigate the effects of vulnerability and risk factors.
- Improved parental engagement.

## **Purpose of the Pupil Premium Procedure**

The purpose of this procedure is to outline how we will ensure that the Pupil Premium allocated to us has an impact on diminishing the difference in attainment between our disadvantaged pupils and non-disadvantaged pupils nationally.

We are accountable to our parents and school community for how we are using this additional resource to improve the attainment of our disadvantaged pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

In line with the School Information (England) (Amendment) Regulations 2012, we will publish the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

## **How the Pupil Premium is spent**

We will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to diminish the difference in attainment and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take-up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents, and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM/PP does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM6 pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high-quality teaching and learning as the preferred way to improve attainment in the first instance. We will also use high-quality interventions with proven evidence of impact to assist our pupils who need additional support in a time-limited way.
- Offer financial support to all pupils in receipt of free school meals to enable them to participate in the formal and informal curriculum to the same extent as their non-disadvantaged peers. In addition to this, we will offer financial support to those students who have been in receipt of free school meals in the past six academic years and who request it, or who are not accessing opportunities and resources in line with their non-disadvantaged peers.

## **Development of this procedure**

This procedure is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school. In developing this procedure, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further Information is available in our school's Equality Procedure. Some pupils, especially those who are BAME, for whom English is an additional language, who have Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Procedure, we have also taken into account the Ofsted Inspection Framework 2019, which places a strong focus on the impact of a well-designed and coherently structured curriculum to help children from all backgrounds and levels of prior attainment to learn, as well as on excellent teaching, teacher subject knowledge, and strong pastoral and inclusion processes. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## **Links to other procedures and documentation**

Although this procedure is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will ensure that information about our responsibilities under the Equality Act 2010 is also included in key documents such as our school development plan, self-evaluation review, school website, year group parental handbooks and newsletters.

Our Pupil Premium Strategy will give information about the particular strategy for the current and preceding school year.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

## **Roles and responsibilities**

We expect all members of our school community, particularly staff and governors to be committed to raising standards for our pupils and diminishing the difference in attainment between our disadvantaged students and non-disadvantaged students nationally.

The Deputy Principal, the Pupil Premium Coordinator and the Pupil Premium Champion are responsible for implementing this procedure. They will ensure that all staff are aware of their responsibilities in improving the attainment of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure this is a priority area of focus for the school.

It will be the responsibility of the Deputy Principle to include the following information in the annual report for Governors:

- the attainment and progress, in line with standard national measures, made by FSM6 pupils in external exams

- the relative performance, in terms of attainment, progress and attitude, of FSM6 pupils and their non-disadvantaged peers, in all year groups, according to school measures
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Pupil Premium Coordinator and the Pupil Premium Champion have day-to-day responsibility for coordinating the implementation of this procedure and monitoring outcomes. They will work with our SENCo, our Heads of Year, and our Heads of Department to evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place. There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met. Interventions are logged and progress is monitored to evaluate impact. They will measure the success of intervention strategies and quickly disregard strategies which have little impact in improving attainment.

The discretionary spend of the Pupil Premium will be monitored to ensure that it is allocated in a fair and appropriate way to maximise opportunities and access to the curriculum.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability', promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive;
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained. They will be responsible for being accountable for interventions funded through the Pupil Premium.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- keep up-to-date with teaching strategies and research, which have proven track record in improving outcomes in attainment and achievement for disadvantaged pupils.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils.

Our governing body has an important role in ensuring our school complies with legislation and that this procedure, along with its specific stated actions, is implemented. A designated governor is responsible for ensuring the implementation of this procedure. Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the identified issues facing disadvantaged pupils in our school and the impact this has had.

### **Monitoring and reviewing this procedure**

Our work in relation to the Pupil Premium will be reviewed within the SDP / SEF cycle to ensure it is having the intended impact. This will allow us to make adjustments if particular strategies are not working well.

Our Pupil Premium Statement will be reviewed on an annual basis. Strategies will be devised and adjustments made according to impact. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

### **Appeals Procedure**

Any appeals against this procedure can be made through the governor's complaints procedure.