

Pupil Premium Policy

1.0 The Cumberland School Mission Statement

The Cumberland School (TCS) is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, Ambitious Learners,' encompasses all of our school community: students, staff and governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward-facing school, collaborating with other schools, colleges and businesses. We believe there is much we can and must learn from each other.

2.0 Policy overview and links to school mission, aims and values

We have high aspirations and ambitions for our children and we believe that every child can succeed, no matter what their background. We aim to equip students from all backgrounds with a desire to learn and earn, a thirst for knowledge, and the dedication and commitment to learning that makes the difference between success and failure.

The pupil premium (PP) grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

Our key objective in using the pupil premium grant is to narrow the gap between pupil premium and non-PP children. As a trust we have a good track record of ensuring that PP students make good progress compared to their national counterparts. However, in line with the national trend, levels of attainment are lower for PP students.

We are aware of the impact of poverty and the associated characteristics that attach to it, such as historic access to education, low expectations, poor diet, and inadequate access to support mechanisms, which all impact nationally on the achievement of students. We are determined to work to ensure that our children are given every chance to realise their full potential and overcome these barriers where they exist.

A large proportion of students in our trust are in receipt of the pupil premium. Pupil premium funding, therefore, represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Any spending in our schools will, therefore, affect more pupil premium children than non-pupil premium children.

Our research shows that there is a minimal gap in the IDACI (Income deprivation affecting children) deprivation measure for our PP and non-PP students. Hence, the vast majority of our children face deprivation issues whether they get the PP or not.

3.0 Legislation

This policy is based on the pupil premium conditions of grant guidance (2018-19), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on school heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what academies should publish online and complies with our funding agreement and articles of association.

4.0 Statutory Framework

We will publish our pupil premium statement annually on our school website. This will detail our pupil premium allocation for the current academic year, details of how we intend to spend our allocation, details of how we spent our previous year's allocation, and how this made a difference to the attainment of disadvantaged pupils.

5.0 Eligible pupils

Eligible pupils fall into the categories explained below:

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were Looked After by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces

- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance)
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6.0 Purpose

The purpose of this policy is to outline how we intend to use the pupil premium money and how we will monitor it. It also includes a statement of our values.

7.0 Implementation

Our school is situated in an area of significant poverty and the large majority of our pupils receive the pupil premium funding. Any policy we implement must take account of this key factor and must benefit the majority of the children in our school.

We aim to equip our pupils first and foremost with the essential skills of literacy and numeracy so that they can read, speak, and write fluently, and are confident in their use of numeracy. Thereafter, we expect our pupils to succeed in their individual subjects and to become successful citizens.

We will administer CATS tests, reading tests and make use of primary school data when pupils are admitted to our schools. We will assess our pupils internally at least 3 times per year and analyse this data for patterns that relate to the pupil premium.

Where pupils are falling behind their peers, in terms of progress or attainment, we will use the pupil premium funding to instigate a range of strategies to improve their progress. The schools will be expected to focus on and prioritise those strategies that affect the most disadvantaged pupils first. These strategies include, but are not limited to:

- Training staff in using effective teaching strategies, such as EDI based on evidence from sources such as the EEF and Ofsted
- Intervention classes after school
- Additional lessons such as targeted English or Mathematics teaching
- Small group sessions
- Holiday or weekend sessions
- Breakfast clubs
- Improving the physical environment
- Additional ICT support and purchasing assistive technology equipment/software to support access to
ICT/communication
- Additional training for staff
- Extended days – attendance at before and after school clubs.

We recognise that disadvantaged families suffer a range of complex problems and we are committed to working closely with families to ensure these difficulties are overcome. Therefore, we will employ parent support workers in addition to pastoral and support staff where funding allows.

8.0 Responsibilities

The Trust Board delegates to the Local School Board associates for outcomes for PP students.

Each Local School Board delegates to the Headteacher the authority to spend the pupil premium grant within an agreed budget.

The Headteacher will ensure that staff members and board members are kept abreast of developments and research into the pupil premium.

Key post holders will be held accountable for the impact of their work on narrowing the gap.

Staff will be expected to be aware of the students in their class who are in receipt of the pupil premium, in order to further monitor their progress and review and feedback on PP allocation accordingly.

9.0 Monitoring and Review

The Headteacher, or a delegated member of staff, will produce regular data reports in the form of the school's data dashboard, for scrutiny by the Local School Board.

A pupil premium report to the Local School Board will be prepared annually. The report will examine the progress made towards narrowing the gap, an outline of the provision made since the last report, and an evaluation of the cost-effectiveness of this provision.

A designated member of staff on the Leadership Group will be responsible for oversight of the progress of the children in receipt of the pupil premium. The Local School Board will appoint a PP champion to act as a link Local School Board Member.

It is the responsibility of the Local School Board to explain premium expenditure to parents in the form of an annual statement. The Headteacher will publish this on the school's website as outlined above in part 3.

Responsible for review:	Scott Wallis
Version	1
Reviewed	April 2020
Next review date	April 2023