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# John Milton Academy Trust



## Pupil Premium Policy and Plan

### History of Document

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001	CEO	Sept 2018	December 2018	
002	CEO	Sept 2019	27-Sept-19	Updated in light of most recent guidance

*“Good Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”*

The EEF Guide to the Pupil Premium

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### 1. Introduction

The Trust's vision is firmly rooted in the belief that every learner can aspire to excellence and secure the best possible outcomes. It is the role of both the Trust and its schools to address and overcome socio-economic factors – or any other external factor – which may hinder learner progress and attainment, and ultimately, affect their future opportunities.

The Trust recognises that not all learners who are eligible for pupil premium are underachieving; conversely, some learners may be underachieving and not eligible for pupil premium funding. All schools in the Trust will plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. However, even where under-performance is not evident, learners entitled to pupil premium funding may receive support to enhance their future educational aspirations and achievements.

Pupil Premium funding operates in addition to the annual grant provided each year and it is identified as a "restricted fund" in each school's budget. It is for individual schools to determine exactly how pupil premium funding is allocated, working to the principles outlined in this Policy.

## 2. Identification of Learners

Pupil Premium funding is allocated to schools for the following groups of learners:

### 2.1 Ever 6 Free School Meals (FSM)

The pupil premium grant will include pupils recorded in the January 2019 school census who are known to have been eligible for Free School Meals since May 2013, as well as those first known to be eligible in January 2019.

### 2.2 Children adopted from care or who have left care

The pupil premium grant will include pupils recorded in the January 2019 school 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 (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### 2.3 Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.

## 3. Pupil Premium Principles

The Trust passes all pupil premium funding to schools with the expectation that all schools will allocate funding in line with the Trust's agreed principles. These principles are underpinned by NFER research which promotes an ethos of attainment for **all** learners, without accepting limitation or stereotyping.

1. The targets for all learners in Trust schools, including pupil premium learners, are set with the expectation that progress, from starting points, will be in line with the top 20% of schools nationally;
2. Tracking of progress, both at school and Trust level, encompasses all specific groups of learners, including those linked to pupil premium funding;
3. Following formative assessment, targets for pupil premium learners will be readjusted **upwards** whenever possible or appropriate to enhance the expectation of accelerated learning for all PP learners: Lower Prior Attaining, Middle Prior Attaining and Higher Prior Attaining;
4. Support and expenditure will include a focus on the **holistic development of learners** which, in turn, will be reflected in academic outcomes;
5. All parents/carers/learners will be fully involved in identifying, and reflecting on, the personalised support from which they feel they would benefit;

6. There is to be a named Pupil Premium Champion in each school and there will also be a named Pupil Premium governor in each school and a named Pupil Premium Trustee;
7. All schools in the Trust are committed to maintaining a relentless focus on quality-first teaching and differentiated approaches which will benefit all groups of pupils, including pupil premium learners at all attainment levels.

## 4. Pupil Premium Spending

4.1 The statutory expectation is that all schools will ensure that the Pupil Premium Grant is used:

- to raise the attainment of disadvantaged pupils of all abilities to reach their potential;
- to support children and young people with parents in the regular armed forces.

In order to fulfil these expectations, all schools in the Trust will evaluate the performance of pupil premium learners to determine what support should be put in place to overcome barriers to learning, or to enhance opportunities and experiences. The views of parents will also be taken into account when determining the allocation of funding.

Please see 4.3 for further advice and guidance

4.2 Across all schools in the Trust, there are four priority areas. These encapsulate the Trust’s principles and will be used to group actions and structure school plans (see Appendix A). The priority areas are:

1	<b>To improve Progress and Attainment (including a focus on quality-first teaching)</b>
2	<b>To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital</b>
3	<b>To encourage excellence (positive learning behaviour and well-being)</b>
4	<b>To reduce personal barriers to learning</b>

4.3 It is for schools to decide on the deployment of funding, and for Local Governing Bodies to monitor the effectiveness and impact of the grant, **but the Trust expects school leaders to make well-informed choices based on evidence relating to specific cohorts** and to be familiar with research findings such as those summarised in the Sutton Trust Education Endowment Toolkit.

In order to evaluate past spending and inform future plans, the following questions should be used:

### *Historic*

- How well did PPG learners perform in attainment and progress compared with national non-PPG learners? Do we have robust evidence of this?

- Is the gap between PPG and non-PPG across the school widening, plateauing or closing?
- Was attainment in line with predictions?
- How did we raise and maintain staff awareness of PPG learners? For eg, can all staff (teaching and support) identify the PP learners in their care?
- How were senior leaders and governors kept informed of the progress, attainment and achievement of PP learners?
- Is our overall monitoring of PP learners sufficiently rigorous and robust?
- What worked well and how do we know?
- What was less successful and how do we know?
- In retrospect, did we identify barriers correctly within the priority groups?
- What lessons have we learnt?

#### *Current*

- What strategies are we going to continue and why?
- How have we identified the current barriers - have individual needs been diagnosed correctly?
- Are we balancing quality first teaching with specific, targeted interventions?
- Have we considered the most recent research in compiling our plans?
- Are we on track to meet publication deadlines and fulfil the reporting schedule (to Trust/govs etc)
- Do systems for monitoring the quality of education (intent, implementation and impact) pay sufficient attention to PP learners?
- Have we reflected parent and learner views when compiling our new plan?
- Are we ensuring that “less is more” and focusing on the successful implementation of a smaller number of strategies?

## **5. Published Information**

During the Autumn Term of each academic year, schools in the Trust will ensure that Pupil Premium Plans are published on their respective websites. In line with the Trust’s articles, the plans will include:

- a. the number of pupil premium learners in the school
- b. the total amount of funding received
- c. the outcomes and evaluation of pupil premium expenditure in the preceding academic year;
- d. the planned expenditure for the year ahead.

The Trust provides a template for this information and all schools will ensure that information is anonymised.

## **6. Monitoring and Evaluation: Roles and Responsibilities**

**6.1** The headteacher and designated senior post-holder (Pupil Premium Champion) will:

- Evaluate the effectiveness of past pupil premium plans;
- Identify appropriate support for current pupil premium learners based on need;
- Complete and publish Pupil Premium Plans (see section 4) having produced and evaluative report based on lessons learnt from previous year;
- Deploy teaching and support staff effectively
- Monitor the impact of initiatives in school and take action as appropriate;

- Liaise with external partners and agencies where appropriate;
- Provide CPD and guidance for staff;
- Provide termly data for both the LGB and the Trust Board on the performance of pupil premium and other learners;
- Respond appropriately and in a timely fashion to issues arising from the progress data for pupil premium learners.

## 6.2 Class teachers and subject post-holders will:

- Ensure that pupil premium learners are identified and supported through quality-first teaching;
- Ensure any classroom support or additional staffing is deployed effectively;
- Monitor progress and intervene as appropriate;
- Advise line managers and the pupil premium champion of barriers to learning through progress conversations and documentation.

## 6.3 The LGB will:

- Identify a designated PP governor to operate as PP champion and liaise with school staff to ensure that statutory requirements are fulfilled (eg creating and publishing PP plans) and that best practice is receiving appropriate attention;
- Monitor the use and impact of PP funding through the LGB committee structure (Finance Committee and Standards Committee) providing support and challenge as appropriate;
- Scrutinise the performance of PP students through the termly data collections.

## 6.4 The Trust will:

- Identify a designated PP Trustee to champion the ethos of attainment for all;
- Evaluate the performance of PP students through the termly data collections and provide challenge and support to schools and LGBs as appropriate;
- Conduct Pupil Premium Reviews to support high achievement and disseminate good practice;
- Support CPD activities across the Trust in line with the best practice identified;
- Review the use of PP funding on an annual basis to inform future policy.

## Appendix A:

### Trust Priority Areas

No	Priority Area	Desired Outcome	Research Base
1	<p><b>To improve progress and attainment</b></p> <p><i>Tiers 1 and 2 (Teaching and Targeted Support)</i></p>	<p>We want every learner to have the opportunity to make excellent progress and fulfil their potential through <b>quality first teaching</b>.</p> <p>Our aim to remove barriers to learning and provide targeted support and advice so that learners can know more, do more and remember more.</p>	<p>EEF research and the Sutton Trust emphasise that quality-first teaching is the most effective means of accelerating learning. Metacognitive modelling and high quality marking and feedback are key features within quality-first teaching, but attention should also focus on research such as: “What Makes Great Teaching” (Coe et al; Durham University)</p>
2	<p><b>To enrich students’ lives through new opportunities and a creative curriculum which increases cultural capital</b></p> <p><i>Tiers 1 and 2</i></p>	<p>We want every learner to have enriched opportunities as part of curricular and co-curricular learning. Our learners need to develop the knowledge and skills which will enable them to have high aspirations and to be comfortable and confident in a range of environments and circumstances.</p> <p>Increasing cultural capital through exposure to high quality vocabulary is a key component of this priority, together with the experiences provided by a wider curriculum.</p>	<p>Broader and varied opportunities enable learners to increase vocabulary and provide a framework and context for committing learning to the long-term memory. Hart and Risley (30 million word gap) suggest that, by the age of 5, disadvantaged learners may have only a third of the vocabulary of their peers.</p>
3	<p><b>To encourage excellence in all things</b></p> <p><i>Tier 3 (Wider Strategies)</i></p>	<p>We want to foster positive learning behaviours in our learners including high levels of attendance, punctuality, independence, resilience and kindness.</p> <p>We want our schools to be safe and supportive environments and to promote mental health and physical well-being. We also acknowledge that learner needs can change quite significantly during the academic year</p>	<p>Maslow’s hierarchy of need emphasises the importance of physical well being and the EEF confirms that breakfast clubs can boost reading, writing and maths results by the equivalent of two months’ progress per year.</p>
4	<p><b>To reduce personal barriers to learning</b></p> <p><i>Tier 3 (Wider Strategies)</i></p>	<p>We want to provide bespoke support to families and ensure that they are able to engage freely and openly with the school.</p> <p>We also want all students to have the equipment, uniform and resources they need in order to succeed and to feel that they belong to their learning community</p>	<p>Feinstein and Symons (1999) identified that parental interest is the single greatest predictor of achievement by the age of 16. The significance of parental engagement from EYFS onwards is reinforced by the National Literacy Trust (Clark, 2007)</p>

In addressing these priorities, Trust schools will be deemed successful when:

- all pupil premium learners reach their aspirational target as a result of accelerated progress;
- performance across all other indicators (attendance, inclusion, reward points, participation) is, as a minimum, matching those of all other learners.

## Appendix B:

### Trust Pupil Premium Plan 2019-2020: Numbers, Funding and Activities

John Milton Academy Trust						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
<b>327</b> (20% approx of Trust learners)	163	164	268	5	7	43
Funding Received: <b>£338,085.00</b>						

	Priority Area	Key Actions	Cost	
1	<b>Improve progress and attainment</b>	<ul style="list-style-type: none"> <li>Senior staff /PP champions to drive forward quality first teaching</li> <li>CPD/INSET for quality first teaching</li> <li>Specific interventions for literacy and numeracy</li> <li>Homework initiatives</li> </ul>	Bacton Cedars Park Mendlesham Stowupland <b>Total</b>	18,504 80,259 9,500 <u>51,527</u> <b>£159,790</b>
2	<b>Enrich students' lives through new opportunities and a creative curriculum which increases cultural capital</b>	<ul style="list-style-type: none"> <li>Vocabulary initiatives</li> <li>Wider curriculum development work</li> <li>Enrichment days and weeks</li> <li>Wed pm enrichment (secondary)</li> </ul>	Bacton Cedars Park Mendlesham Stowupland <b>Total</b>	5,682 5,455 1,200 <u>14,000</u> <b>£26,337</b>
3	<b>Encourage excellence in all things</b>	<ul style="list-style-type: none"> <li>Attendance officer support</li> <li>Nurture areas and expertise</li> <li>Alternative provision (monitored and evaluated)</li> <li>Specific mental health initiatives</li> </ul>	Bacton Cedars Park Mendlesham Stowupland <b>Total</b>	750 15,461 8,410 <u>90,055</u> <b>£114,676</b>
4	<b>Reduce personal barriers to learning</b>	<ul style="list-style-type: none"> <li>Uniform</li> <li>Trips and visits</li> <li>ICT support</li> <li>Individual needs and requests (including clubs)</li> </ul>	Bacton Cedars Park Mendlesham Stowupland <b>Total</b>	7,526 3,729 3,131 <u>13,750</u> <b>£ 27,929</b>
			Contingency	9,353
			<b>Overall Total</b>	<b>£338,085</b>