



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Pupil Premium Policy

Review frequency: Annual

Approval: Updated September 2023

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our Vision at Radford:

Our approach to learning, at Radford Academy aspires to academic excellence in an environment which helps all pupils develop their talents, creativity and leadership skills so that they achieve their full potential, develop positive character traits and are confident to make their mark as responsible global citizens of the future.

Some pupils at Radford Academy face a range of challenges which become barriers to them achieving academically and realising their potential as well as the academy aims. Whilst high quality teaching is paramount to pupils achieving well, there are other factors that also need to be addressed to ensure that all pupils at Radford Academy have their pastoral and cultural capital needs met, opportunities to widen their horizons and support to raise aspirations. The academy will identify specific needs of the pupils and plan support accordingly.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality

professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

To be read in conjunction with the School Behaviour policy, Special Education Needs policy, Equality policy, Admissions policy, Safeguarding & Child Protection policy and Anti-bullying policy

Policy statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

All L.E.A.D. academies must have a strategy which sets out clearly for all stakeholders how Pupil Premium funding is allocated, how it is spent and what the impact of this expenditure has been.

All L.E.A.D. academies will ensure that there is an annual impact statement prepared to show how Pupil Premium funding has been used to diminish the difference in achievement for all eligible pupils. This will be carried out within the requirements published by the DfE, using the L.E.A.D Academy Trust proforma, and will appear on all academy websites.

For DfE information follow this link.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

The Pupil Premium

The Pupil Premium is a government initiative designed to target resources towards those pupils deemed to be from a disadvantaged background. This is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955

Disadvantaged pupils	Pupil premium per pupil
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Core principles for expenditure

1. Whilst the DfE has not explicitly stated how this funding is to be spent in L.E.A.D Academy Trust we believe the funding should be directed towards activities and initiatives that will raise attainment for this group of pupils.
2. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.
3. Read the [pupil premium guide](#) from the Education and Endowment Foundation (EEF) for information about the tiered approach to spending.
4. Any pupils identified with barriers to accessing the full curriculum will be supported through a strong focus on literacy (reading, writing and communication) and numeracy. This support will be bespoke in order to sustain the greatest impact on pupil outcomes.
5. The quality of teaching opportunities at our academies are designed, delivered and evaluated to ensure that they meet the needs of all pupils and groups of pupils; the focus is on developing high quality lessons/quality first teaching as the norm rather than relying on interventions.
6. L.E.A.D. academies recognise that the development of the rounded individual is not achieved solely in a classroom environment. Out of class learning and enrichment forms a large part of our Trust work and should be considered as intrinsic to any academy's Pupil Premium spend.

7. All provision and intervention made for FSM, CLA and Services pupils is based on a sound analysis of individual needs in both English and mathematics. This will be accomplished via detailed data analysis, professional judgement and getting to know our pupils.
8. Not all pupils eligible for Pupil Premium funding will be in receipt of targeted interventions at the same time.
9. When evaluating the impact of provision, all data is analysed forensically through comparisons to national data and compares the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other pupils.
10. All staff and members of our Local Governing Bodies (AAB) are thorough in ensuring that the use of this funding contributes to pupil achievement. Where appropriate, Performance Management objectives will include reference to the use and evaluation of Pupil Premium funding.

Core expectations of our academies

1. All academies will develop and publish a strategy for the spending of the Pupil Premium allocation using analysis of performance data, taking account of the barriers for the eligible pupils and use quality research to provide a rationale for decisions.
2. All staff members have access to high quality and bespoke Continuous Professional Development (CPD) to gain training, expertise and experience in working to narrow the gaps in achievement between pupils eligible for funding through the Pupil Premium and all other pupils. This is achieved through our Teaching School Alliance and Pupil Premium Network meetings.
3. All L.E.A.D. academies work in collaboration, where appropriate, with local partners to support high quality provision for our pupils eligible for Pupil Premium funding.
4. A designated senior leader has a clear overview of Pupil Premium funding allocation, spend and impact. The senior leader with responsibility is held to account by the Headteacher and will be delegated the monitoring and evaluation responsibilities as set out in the Trust Monitoring and Evaluation Policy.
5. All teachers are expected to know the pupils they teach who are eligible for Pupil Premium funding and are held accountable for their progress.
6. The Director of Schools will have the responsibility for the oversight of Pupil Premium funding and will be involved in the decision making and challenge of how

this funding is spent. The local Academy Advisory Board and the trust receive summary reports and can challenge decisions made by the academy.

7. All strategies funded through the Pupil Premium are aimed at accelerating progress, ensuring that pupils reach at least age related expectations and, where possible, beyond. Initially this will be in English and mathematics.
8. Pupil premium resources are used additionally to target able pupils to achieve the highest levels.
9. Schools can use Pupil Premium to support non-eligible pupils. These are those who are in contact with a social worker, used to be in contact with a social worker and are acting as a carer.
10. Clear and challenging success criteria are set for each pupil based on analysis of their needs.
11. Where appropriate, the following strategies may be used to support and extend pupils eligible for Pupil Premium funding and academies will refer to the Education Endowment Foundation to provide a clear rationale of their chosen strategy.
 - Individual/small group tuition in English and/or mathematics as need dictates
 - Investment in developing quality first teaching
 - Improving the quality of Feedback
 - Reducing class sizes in order to impact positively upon pupil outcomes with regular monitoring of impact recorded and evaluated;
 - Providing small group work with an experienced class teacher/subject specialist focused on overcoming gaps in learning, with regular monitoring of impact recorded and evaluated:
 - Learning support (1:1) to enable pupil to access learning fully and accelerate progress;
 - Focused work to raise self-esteem, support pupil welfare and extend personal development in order that pupils make appropriate choices in order to maximise learning opportunities.
 - Strategies for improving attendance, behaviour and/or family links as required.

Impact of provision will be evaluated by the Senior Leadership Team (SLT) in line management meetings with middle leaders and amended, where appropriate, where strategies are not providing the necessary outcomes. Strategies will be constantly under review to ensure maximum impact and value for money.

Reporting and accountability

It will be the responsibility of the Headteacher, or the named Pupil Premium Lead, to report on the following:

- an evaluation of the progress made towards diminishing the difference between those pupils eligible for Pupil Premium funding – FSM/ CLA/ Children of service personnel – and other pupils, as demonstrated through assessment data and comparisons with the same data for all other pupils. (Internal monitoring will be termly through the Director of Schools’ QA visit and an annual report will be published on the academy website.)
- an outline of the provision that has been agreed and implemented since the last QA visit.
- whether value for money is being achieved against the provision made using Pupil Premium funding.

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