

EMAT Pupil Premium Panel – 2018-2019 Annual Report

Background

In April 2011, the Government introduced the pupil premium and the service premium. Children from disadvantaged backgrounds are far less likely to get good GCSE results. The Government believed it was unacceptable for children's success to be determined by their social circumstances. The intention was to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers. The pupil premium was designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances.

The challenge is for each school to develop and implement their own strategy and practice to address this disadvantage. The level of scrutiny is varied; the research base is varied; strategies and practice need to meet local need. All schools must evidence how they spend the pupil premium and to evidence the outcomes: the strategy, expenditure and outcomes need to be published annually.

EMAT response

Each school within EMAT has developed their own response to Pupil Premium based on their local context to meet local need. In order to support and strengthen that local response, building on the MAT strategies to realise outstanding teaching and learning for all students, a PP Forum has been established with the brief:

- Share best practice and ideas so that these can be disseminated across the Trust to improve the outcomes of all pupil premium children in our care
- Support those with a Pupil Premium Lead role in school: staff, Trustees and local governors
- Offer learning opportunities within a peer to peer environment

The 2018-2019 reporting of Pupil Premium strategy and expenditure were specific to each school with a variety of styles and format. The information published on school websites was varied, with differing publication and review dates, levels of financial information and planned programmes.

The reported funds for 2018-2019 was £853,061 allocated for 749 out of 3336 pupils (22.45%). The level of funds available does vary with pupil numbers, hence where there is pupil movement and eligibility change the total funds will vary. However, the gross level of funds will be broadly stable for most schools, with significant levels of funding increase in 2019-2020 (£400,000) at Northampton International Academy due to increased pupil numbers.

2018-2019 Detail

School	Budget	Pupils	Policy/Strategy	Annual Report	Website
Castle Academy	120,950 or 137,280	105/507	July 2018	Date?	18/19
Hardingstone Academy	54,430	34/232	Sept 18?		18/19 Mar19
Stimpson Academy	80,250	58/397	Sept 18	None	18/19 Jul19
Northampton International Academy	216,921	232/641	Sept 18?		May 19
Shepherdswell Academy	47,180	35/161	? 2018	Date?	18/19
Orchard Academy	165,000 17/18	125/333	Sept 18?	None	Dec 18
Prince William School	136,000	160/1065		Sept 19?	Sep 19

(Source: School websites November 2019)

At the November PP Forum each school reported on their current levels of activity and reporting. All present were enthusiastic about the benefits of PP and acknowledged that they wanted to improve the outcomes that could be achieved with the available focus and funding, within the overall EMAT focus on improving the quality of teaching and learning and trust wide approaches and sharing.

At the meeting, all agreed they would ensure their website was up to date and would review the reporting format and use the DfE format if it was appropriate whilst a trust format was developed and agreed. It was agreed that the use of a shared online working space within Teams would be beneficial, although it was recognised that at that time not all staff would have access.

It was agreed that an EMAT PP Policy would be helpful, with progress towards common formats, sharing good practice, and trust level reporting complementing that achieved at each school.

Identified Development Stages

PP Year	Actions	Funds	Outcomes
2018-2019	Established Base	Local	Uncertain – MAT and school Individual school focus and reporting
2019-2020	Consistent Reporting	Awareness	Key target foci agreed and reported upon
2020-2021	Common Agenda - linked to strategy Research based interventions (evidence lead) integral to teaching and learning improvements (identified as a distinct strand in whole trust/school SIP	Strategic targeting Flexible to child/group/need Added not displacement Active management	Outcome lead planning and reporting Individual, collective, school, MAT
2021---	Trust leaders	Dynamic	Unambiguous

The requirement to increase the effectiveness of interventions to address disadvantage is a long term, continuing process for all schools in the trust, as well as the wider education system. The EMAT work began in 2018-2019, further work is required, complementing other programmes of work. The Pupil Premium Forum on the 4th February reviewed and agreed the EMAT strategy, agreeing a programme of work including paired school visits and peer review.

The attached policy paper proposes the policy objectives for the Trust, supported the proposed development stages and building on external research and practice as well as the knowledge, skills and experience with the Trust.

The proposed programme of work for the Summer Term will have to be assessed in light of the impact of coronavirus on the schools, the lack of opportunity to travel, and to identify opportunities for different ways of working and support for the pupils, staff and communities of the Trust schools.

The next scheduled meeting of the PP Panel is 17th June.

Prepared by

Mike Kendall

Pupil Premium Forum Chair

EMAT Pupil Premium Policy - Reviewed and agreed by PP Forum February 2020

Background

At the **top level** the EMAT strategy should reflect the **DfE** funding criteria:

Policy objectives:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The NGA Report: **Spotlight on Disadvantage**, key research findings:

- Characteristics of the most effective pupil premium strategies (i.e. those that most strongly correlate with good outcomes for pupils) include: accounting for how every pound of the pupil premium budget is spent; having clear monitoring and success criterion for each initiative; and clarifying which group of pupils will receive funding.
- Analysis uncovered a 'disconnect' between the pastoral barriers to educational achievement facing pupils eligible for the pupil premium and the teaching and learning initiatives which schools are funding through the pupil premium.
- Governing boards view internal data and the opinions of senior members of staff more favourably than external data, academic research and the EEF toolkit when considering how to spend the pupil premium

On this basis the **MAT PP Policy** is integral to the MAT Strategy and Vision

QUOTE:

**East Midlands Academy Trust
Strategy and Vision**



We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our passion to work with our children, their parents and carers and our staff to create world-class schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.

Hence, the EMAT Pupil Premium Policy will:

Aim

Build upon all other school and MAT strategies to enhance outcomes and opportunities for all pupils with outstanding teaching, such that barriers for disadvantaged pupils are addressed in the classroom, in the school, and more widely. These barriers could be emotional, academic or social and will change over time.

Objective

To identify barriers to learning, implementing interventions that address their needs, enabling students to access learning and made good accelerated progress.

Principles

- All PP strategies will account for how every pound of the pupil premium budget is spent; with clear monitoring and success criterion for each initiative; and clarity as to which group of pupils will receive funding.
- To remove any pastoral barriers to educational achievement facing pupils eligible for the pupil premium, and the teaching and learning initiatives which schools are funding through the pupil premium.
- Governing boards will review internal data and the opinions of senior members of staff alongside external data, academic research and the EEF toolkit when considering how to spend the pupil premium

Making the most of the pupil premium

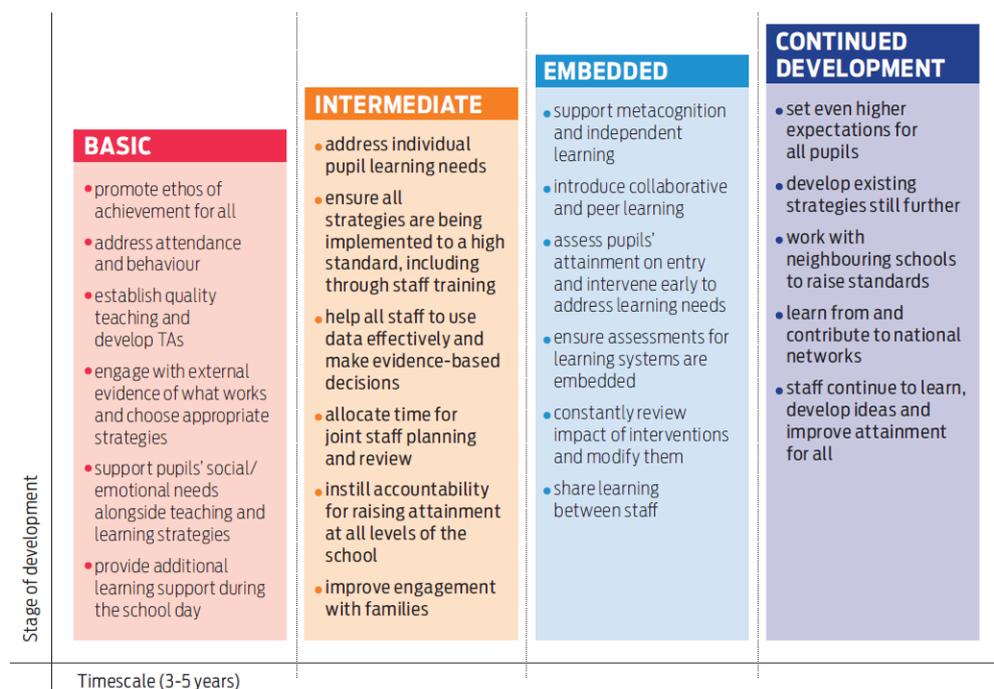
The building blocks for success (whole school – disadvantage)

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear, responsive leadership

(Source: NGA; Prof Steve Higgins, Durham University)

The suggested building blocks support a pathway to success as suggested below:

Pathways to success



Next Step

The proposed **programme of school PP visits** will assist in the identification of schools' current provision and the opportunities for improvement. The Summer programme of visits would support the embedding of a common agenda, common understand and opportunities for mutual support. The current school closures due to Coronavirus will cause a delay, the impact of which will need to be assessed, although PP provides an opportunity to target disadvantaged children and assist them in this period of school closures.

Recommended reviews	Shepherdswell and Hardingstone Stimpson and Castle Orchard and NIA primary NIA KS345 and PWS
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Report to be completed on visit

Completed by:

Date:

Requirements	To be completed (<i>explanation</i>)
Contact information School HT PP Lead PP Governor	<i>Details of key school contact information, including email addresses and phone numbers</i>
School demographics Pupil numbers and age split PP pupils numbers/age split Basic/LAC/Services	<i>Key school demographics to provide base information about school</i>
PP Finance Total budget Main expenditure characteristics Fixed vs flexible	<i>To provide overview of PP finance and how the funds are spent, including the split between fixed and flexible aspects, including spend on staff costs</i>

<p>PP interventions</p> <p>Key characteristics</p>	<p><i>To describe the key approaches to the school's PP programme</i></p>
<p>Impact and effectiveness</p> <p>Most effective</p> <p>Areas for improvement</p>	<p><i>To describe the overall impact and effectiveness of the PP programme. The aspects of the programme that are most effective in overcoming disadvantage (areas and key indicators) as well as those aspects where improvement is required</i></p>
<p>Role of PP Governor, Governing Body</p>	<p><i>To describe the impact of the lead PP Governors and/or Local Governing Body</i></p>
<p>Most outstanding feature(s)</p>	<p><i>What features made the most impact on you</i></p>
<p>Aspects for adoption</p>	<p><i>What features would you most like to adopt at your own school</i></p>