



**Five Rivers Multi Academy Trust
Pupil Premium Policy**

Produced: May 2017
Reviewed: September 2017
May 2021
Next review: May 2022

It is our responsibility to ensure that all children in our academies achieve their potential and, in order to do so, we seek to meet the individual needs of every child. Pupil Premium will be used and managed by our academies to enable us to tailor support for identified children in a range of ways, appropriate to their needs.

Principles:

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the academy has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

The Trust recognises the importance of early intervention. The Pupil Premium arose out of reports and research on the crucial nature of early intervention at all levels but particularly in the Foundation Stage along with the two year old review.

Aims:

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to, at least, age related expectations.

Pupil Premium resources may also be used to target able children on free school meals to achieve higher levels.

The academies keep abreast of national research to ensure that Pupil Premium monies are used on high impact initiatives to close the gap between disadvantaged and non-disadvantaged pupils (for example, EEF, Pupil Premium Toolkit, Sutton Trust, Foundation Years).

Provision:

- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.

- Constant staff development and training to ensure that all staff in school are able to provide for each individual child.
- Robust pupil progress meetings to ensure that children are identified for additional and different educational opportunities that will accelerate progress.
- A broad and varied extra-curricular programme to offer experience outside of the classroom to all children.
- Individual mentoring and support programmes.
- Support of a Learning Mentor.
- Financial support to ensure that children do not miss educational opportunities due to financial hardship, i.e. educational visits, residential visits and after school clubs.
- Providing in-school support for children with particular educational needs.
- Additional teaching and learning opportunities through trained TAs or external agencies.
- Family learning opportunities to raise aspirations of families and children.

Reporting:

It will be the responsibility of Principals/Heads of School and Inclusion Managers (AHT) to produce termly reports for Trustees of the Education & Standards Committee on:

- The progress made towards narrowing the gap by year group for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Trust will ensure that there is an annual statement to parents in each academy on how the Pupil Premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DfE.