

Kepier
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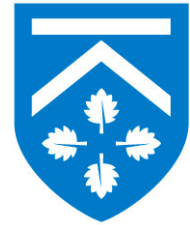
Policy Statement

Pupil Premium 2015-2016

- Produced by R Giles
- Ratified by F&GPC
- Review Date: Annually

Draft





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Kepier Academy 2015-2016

In the financial year 2015-2016 Kepier will expect to receive approximately £350,000 Pupil Premium funding overall. The exact breakdown of Pupil Premium spend will be outlined annually in the Pupil Premium Impact Assessment document.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our learners needs. However, we as a school are accountable for the use of this additional funding.

Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of learners who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service Child premium at any point in the last three years (known as 'Ever 3 Service Child'). Learners in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

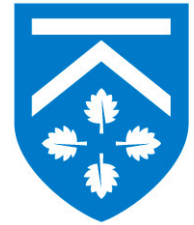
Use of the Pupil Premium at Kepier

We believe that all learners have the right to access quality learning and achieve their potential regardless of their personal circumstances. National statistics show that a number of learner subgroups do not achieve at the same rate as other learners and that this may be influenced by living in disadvantaged circumstances. The Pupil Premium funding is intended to minimise the impact of this by providing extra support in school to help ensure these learners achieve their potential.

The additional Pupil Premium funding, at Kepier, is used to benefit learner well-being in order to improve progress for a range of Pupil Premium learners. It is to support outcomes for these learners by helping to narrow the attainment gap that exists between learners from disadvantaged and their more affluent peers' backgrounds. Whilst the school is able to spend the Pupil Premium as we see fit, we fully recognise that we are accountable for how we use the additional funding to support learners from low-income families and other target groups.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged learners.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our learners.



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- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with learners being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise that Pupil Premium learners are not an homogeneous group and as such have a wide range of needs; the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning, in the first instance, as the preferred way to narrow the gaps in attainment and we will also use high quality interventions with proven evidence of impact, to assist our learners who need additional support, in a time limited way.