Rationale

Severn Academies Educational Trust (SAET) is committed to maximising the life chances of all its children and young people, regardless of family circumstance. Schools within the trust pride themselves on doing all that is possible to ensure that pupils receive an education that creates a love of learning, opens doors and gives pupils the tools to be successful.

Pupil premium funding has plays a role in changing perceptions and creating a focus on ensuring all pupils reach their full potential. Within an ever changing national picture, important research has taken place to showcase thinking and ideas about how to use this funding effectively. Schools within the trust are committed in enhancing the provision for all pupils, are open to new ideas and through collaboration ensure that strategies that have the greatest impact are shared more widely.

Funding

In the 2018 to 2019 financial year, schools within SAET receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11
  Schools will receive £2,300 for any pupil:
- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, £1,800 is issued to the school, often in termly payments. The virtual school head of the local authority that looks after the pupil will manage the remaining £500 of funding for any current LAC.

Using disadvantaged funding – best practice

Research evidence shows that schools can achieve greater impact when they refine their use of PP funding and become even more targeted in approach. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit provides straight forward summary of this evidence and has a 'Families of Schools' tool enables schools with similar intakes to compare and learn from each other. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit

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https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/
The National Foundation for Educational Research has published research into the practice of schools that are successful in raising the attainment of disadvantaged pupils, as well as identifying seven 'building blocks of success' common to the most effective schools (see below).

Department for Education

nfer
Evidence for Excellence in Education

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
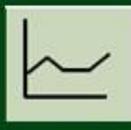
7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:
http://www.education.gov.uk/researchandstatistics/research and www.nfer.ac.uk/publications/PUPP01

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Effective schools also recognise that each disadvantaged pupil requires a personalised profile in order to employ targeted approaches for groups or individuals facing particular barriers. Not only do our schools focus on closing the gap on raising the attainment of its pupils they should also aspire all pupils to make accelerated progress and have the skills to transfer to secondary school successfully.

Online Reporting

You must publish a strategy for the school's use of the pupil premium.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system. The Teaching School Council have developed templates that support schools in presenting their pupil premium strategy. The templates can be found at:

http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/

Pupil premium strategy statement (primary)

An illustrative example of a completed primary template is available at: http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/

1. Summary information

School			As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.
Academic Year		Total PP budget	Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy

2. Current attainment   Use measures that replace levels.

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	
B.	
C.	

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	

4. Desired outcomes

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

	Desired outcomes and how they will be measured	Success criteria
A.		
B.		
C.		
D.		