

Pupil Premium Grant Expenditure Policy

Background

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

A Pupil Premium Grant is awarded to the school for each pupil who:

- is from a low income family who are registered as eligible for Free School Meals (FSM) – including pupils registered for FSM in the last six years known as Ever 6 FSM.
- has been looked after for 1 day or more or was adopted from care on or after 30 December 2005, or left care under either a special guardianship order or a residence order.
- has parents in the armed forces.

Each Future Academy Primary's Principal and school governing body is accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers.
- details of how we are using the pupil premium and the impact it is having on pupil achievement published online each year.
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

Key Spending Principles

At Future Academies Primary Schools, Pupil Premium funding is used to support the learning of disadvantaged pupils based on the following principles:

- **Good teaching benefits disadvantaged pupils most** - as a result, we invest in experienced and effective class teachers.
- **Effective tracking enables timely intervention** - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM pupils of all abilities in making accelerated progress.
- **Pupils who are behind need additional learning time to catch up** - we invest in raising attendance, extended day provision, homework rooms and tutoring, to enable gaps to narrow. We also aim to maximise the effectiveness of home-learning through support for parents.
- **Early intervention is crucial** - we understand the impact of early identification, and invest in work with parents and pupils during EYFS.
- **Life experiences and cultural literacy raise aspirations** - so we invest in visiting experts, residential experiences and cultural activities.
- **Meaningful evaluation maximises impact** - we aim to evaluate the impact of expenditure, wherever possible, and reflect these findings in our future spending. We also use evidence based research, such as the Education Endowment Fund (EEF) Toolkit, to inform our judgements.

Each year, allocation of funding is determined by the identified gaps in attainment, knowledge of the pupils, and evaluation of the effectiveness of previous spending.