



The Belvedere Academy

Pupil Premium Policy

At the Belvedere Academy, all pupils irrespective of ability or social background are regarded as unique individuals who receive both challenge and support in order to achieve their true potential.

Background and legal context

Research shows that material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, within a national context, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as an indicator for deprivation. A fixed amount, which is expected to rise year-on-year while the coalition government is in office, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme and we provide educational support to improve the progress of all our pupils
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
- The academy will ensure that the Pupil Premium funding is directed towards the groups of pupils it was intended for and that it has a positive impact on their outcomes.
- The funding will be directed towards addressing any identified barriers to progress and attainment.

Roles and responsibilities

The governing body will approve the overall strategy for deploying Pupil Premium funding prepared by the Principal.

The governing body will hold senior and middle managers to account for implementing the academy's strategy and for evaluating its impact on the achievement of targeted pupils.

The Assistant Vice-Principal retains overall responsibility for leading the Pupil Premium strategy.

The Data and Assessment Office will produce trajectory targets for reducing the gap between Pupil Premium pupils and their peers over three years. The Data and Assessment Office will track the Pupil Premium Cohort after each reporting point.

Heads of School and Curriculum Leaders will track those pupils who are identified in the cohort and will work with teaching and pastoral staff making sure that the pupils perform equally to the non disadvantaged cohort.

All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the Pupil Premium grant.

Subject teachers are responsible for the progress made by all pupils.

All staff will give pupils clear feedback that helps them to improve their work.

Evaluating impact

Successive cohorts will meet their targets and this will result in closing the gap between disadvantaged pupils and others:

- the progress gap – disadvantaged pupils will make at least the same progress in comparison with other pupils
- the attainment gap –progress will result in closing the gap in grades/levels.

Last Revised and Modified by SMT/Inclusion: February 2017