Pupil Premium Policy

2025-26

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Version 1.0

CLEEVE SCHOOL

AND SIXTH FORM CENTRE OF EXCELLENCE

PUPIL PREMIUM POLICY

The Pupil Premium is a Government initiative that targets extra money at students from deprived backgrounds, and those who are registered as 'looked-after' children (LAC), adopted children, care leavers and services children, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these students in reaching their potential.

The Government has used students who are either currently entitled to, or have been entitled to in the past 6 years, Free School Meals (FSM), LAC or adopted as an indicator for deprivation, and have deployed a fixed amount of money to schools per student, based on the number of students who are in each of the above categories. The Government does not dictate how schools should spend this money. Schools are considered best placed to assess what additional provision should be made for individual students to increase attainment and 'close the gap' in comparison with their peers. Indeed, the funding can be used more broadly to support any child/ group of children who are not necessarily officially 'Pupil Premium', but are facing significant barriers to their learning, participation and progress.

Although the Government has given schools the freedom to use this funding as they see fit based on their knowledge of student need and circumstance, it is imperative that schools closely monitor the use of this money so that its impact is maximised and that it improves the life chances of our most vulnerable students.

Cleeve School feels strongly that it is our moral duty to ensure that students from deprived backgrounds receive an outstanding education that will enable them to progress and be successful and happy adults. We also believe that a school that enables its most disadvantaged students to flourish, is also a school that will have the right culture and ethos to enable all of its students to excel. This approach entirely fits with our mission statement of: *Transforming Lives, Creating Opportunities, Inspiring Futures.*

A priority within our Pupil Premium strategy is attendance. It is vital that disadvantaged students achieve outstanding levels of attendance if they are going to benefit from a quality education. A starting point for our use of Pupil Premium funding will therefore be on the way in which it contributes towards having a strong attendance team and process that helps to deliver excellent attendance figures.

Introduction

The staff and Trustees of Cleeve School are fully committed to inclusion and access for all learners. This commitment incorporates ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the students, so that all make maximum progress and reach their potential.

We recognise that Pupil Premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in closing the gap in attainment where it exists. In making provision for this, we acknowledge that not all students in receipt of free school meals are socially disadvantaged.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. The Trustees reserve the right to enable the school to allocate Pupil Premium funding to support any student or group of students the school has legitimately identified as needing additional support to achieve improved outcomes in learning and / or wellbeing.

Provision

Cleeve School is committed to excellence and the maintenance of high standards. We always seek to provide high quality teaching for all students. In addition, we offer a wide range of enrichment provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the following principles:

- Analysis of data.
- Effectiveness and impact so that progress and achievement is maximised for every student.
- Flexibility.
- Value for money and likelihood of impact.
- Equity.
- Inclusivity.

Pupil Premium funding will be used to support students who are identified through the Pupil Premium allocation as needing extra support; however, this provision may also include other students who have been identified as 'vulnerable'. Such decisions will be at the discretion of key leaders within the school, although overall target spending at a strategic level will be determined by the Executive Head and the Heads of School. A focus of Cleeve School – and a significant benefit of having a Key Stage 3 School and a Key Stage 4/5 'School', is that we can tailor resources to areas of greatest need, and particularly so for students at the start of their time at Cleeve School. Early and well-monitored intervention has the best chance of leading to a student being able to catch up or keep up with their progress at school.

The use of Pupil Premium resources and its impact on standards will consistently be a key strategic objective of the school. The Assistant or Deputy Heads of each Key Stage (3, 4 and 5) are particularly focused on the progress of Pupil Premium students and the impact of intervention and engagement strategies. In this, they work very closely with each Year Group's Head of Learning.

When considering the deployment and funding of additional support through Pupil Premium and other school budget monies, we take into account the following options to maximise the impact for the student:

- Facilitating excellent attendance.
- Facilitating students' access to education & barrier removals/ off-setting.
- Facilitating students' access to the school's curriculum, including enrichment opportunities.
- Reading ages.
- Support in addition to the provision made in the classroom e.g. specific targeted interventions.
- Additional opportunities to enhance or complement the school offer, for example, via our enrichment & REACH programmes.
- Learning from the Education Endowment Fund's Pupil Premium Guide.
- Opening doors to opportunities that inspire aspirations, via our *Inspiring Aspirations* enabling plan (see '2030' Vision), careers programme and Excellence Plus provision.

Monitoring and Evaluating the use of Pupil Premium

Once decided, additional provision is monitored session by session by those staff providing support, overseen by Assistant/ Deputy Heads and Heads of Learning. Adaptations are made as necessary. The overall effectiveness and impact is evaluated at fixed points in the year through the meeting schedule within school. Pupil Premium matters and effectiveness of support for students are raised in line management meetings, senior leadership meetings and are discussed on a generic basis in the larger team meetings within school. In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes.
- Attendance.
- Participation within extra-curricular activities.
- Behaviour data, including College Reward Points.
- Reading ages.
- Free School Meal take up.
- Feedback from staff, student, parents and other professionals who may be involved.
- Anecdotal evidence relating to improved confidence, well-being, attitude and behaviour.
- Engagement of parents.

The range of support students are receiving and the progress they are making is also tracked. Any issues relating to evidence within this is then disseminated through the line management process.

Reporting and Accountability

Overall issues and progress towards closing the gap and other issues around Pupil Premium will be reported on an on-going basis to Trustees. This should include:

- The progress made towards closing the 'gap' and compared with other students at the school, which is broken into Key Stage 3 School and Key Stage 4/5 School.
- The progress of Disadvantaged students compared with national progress.
- An evaluation of the impact of strategies and intervention, and thereby the impact of how the funding is being used.
- An evaluation report of results and Pupil Premium spend will be published on the school's website every December.

Monitoring, evaluating and reviewing the policy

The Senior Leadership Team will play a significant role in overseeing the impact of strategy on the performance of Pupil Premium students across the school. As a 'school for all' that focuses on 'excellence for all', we will not abide with any child being left behind with their development. The challenge, however, must remain with all members of staff: everyone has a role to play in improving standards across the school, and particularly so for our most vulnerable and disadvantaged students. The Trustees will hold the Senior Team to account and promote the monitoring and review of the school's policy in this area. The Senior Leadership Team must accumulate accurate information which shows that the school is achieving best value for its use of the Pupil Premium funding, which will include data pertaining to: progress, attendance, reading ages, participation, behaviour/ reward, scholars and free school meal take-up.