



PUPIL PREMIUM POLICY

Date of Policy: November 2024

Date of next review: November 2025

Who the review will involve: Headteacher, Governors, Senior Leadership team, Staff

Senior member of staff responsible for overseeing that this policy is implemented and regularly reviewed:
Lee Hawkins (Assistant Headteacher)

DEVELOPMENT AND DISSEMINATION PROCESS

This policy was formulated by the Assistant Headteacher in consultation with the Senior Leadership Team.

OUR VISION

At The Avon Valley School and Performing Arts College, we value each and every individual. We believe that everyone has the potential to succeed and is an untapped source of talent. It is our aim to unlock this potential through the provision of a first class education, creating lifelong learners.

Underpinning this aim is our desire for our students to enjoy their school days and be equipped with the skills and knowledge for life. We want our students to understand their rights and responsibilities and those of others and be compassionate and caring members of society.

INTRODUCTION

The Avon Valley School and Performing Arts College strives continually to ensure that each and every student achieves their academic potential. Our core values lay at the heart of our ethos:

- Ambition
- Respect
- Care

In ensuring that our students have the opportunity to achieve their goals, academic attainment is paramount to opening doors to further study and the world of work. Students within the vulnerable groups (specified below) do not achieve as well as non-Free School Meal students nationally or within The Avon Valley School. We aim to use the Pupil Premium to diminish the difference. The vulnerable groups are Free School Meals (FSM), Ever 6 (entitled to FSM within the last 6 years), In Service (students whose parents/carers are or have been within the Armed Forces within the last 3 years) and in care (CLA).

This policy explains how we will spend our Pupil Premium Funding to make our Vision a reality for **all** young people.

For children entitled to Free School Meals, children in care (CLA), post-children in care, children of parents in the armed forces, the school receives the Pupil Premium. For 2024-2025 this will be £1050 for students on free school meals and Ever 6, £2570 for looked after Children and post-children in care, and £340 for children of parents in the armed forces (Ever 4 Service Child).

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all of the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

REPORTING

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to

a) Governors:

- The progress made towards diminishing the difference, for socially disadvantaged students
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision.

b) Parents/carers

- The progress of students through a termly assessment report and an annual Parent(Carer)/Teacher Consultation Evening
- At any time, a parent/carer can make contact with the school to check their child's progress

c) Others

- Plans how the Pupil Premium will be spent and its impact will be uploaded on the school's website and the impact updated in the November of the following academic year

TRACKING OF STUDENTS

Students identified as FSM, Ever 6, In Service or CLA will be identified as a discrete group and their academic progress will be tracked termly by the Assistant Headteacher (in relation to their “potential level” as identified by Fischer Family Trust)

Students in receipt of the Pupil Premium will be identified and held centrally on the school systems and be available to all teachers through Class Charts (in supporting the tracking, monitoring and assessing of the Pupil Premium students). Key information will be made available to staff through the normal school systems. This will include KS2 levels, FFT predicted grades and attendance. Any student who is failing to meet their academic potential will be targeted for intervention according to the normal school procedures.

Pupil Premium DEVELOPMENT PLAN

A Pupil Premium Strategy has been created and is held and monitored by the Assistant Headteacher (Pupil Premium). The Strategy focuses on the four main challenges for our disadvantaged students, with outcomes intending to diminish the difference between the students in receipt of the Pupil Premium (FSM, Ever 6 and CLA) and the non-disadvantaged students. This strategy lies alongside the school’s SIDP, departmental action plans and other strategies employed to ensure that each and every student within the school reaches their academic potential.

THE HEADLINE TARGETS

Strategy aims for disadvantaged pupils

Intended outcome	Success criteria
<p>Improve pupil progress and outcomes for all pupils, with specific focus on level 2 outcomes.</p>	<p>Progress 8 Score 2022: -0.38 (-0.5 without Early entry English Lit) Progress 8 Score 2023: -0.44 Progress 8 Score 2024: -0.44 Internal Gap between PP and Non PP continues to close. Positive P8 school score 2025 – PP P8 increases in proportion with whole school improvement. Current National Figure -0.55 P8 (2023)</p>
<p>To enhance the level of reading and literacy skills across the whole school.</p>	<p>Become a reading rich environment evidenced through internal Quality Assurance Process, Staff and Student Voice, Literacy Tracking Data Narrowing of the gap between disadvantaged and non-disadvantaged P8 English element (2023 -0.3pp, Nationally 2022 -0.52pp 0.13 Non pp)</p>
<p>To enhance the level of numeracy skills across the whole school.</p>	<p>Narrowing of the gap between disadvantaged and non-disadvantaged P8 Maths element (2023 -0.35pp, Nationally 2022 -0.49pp 0.14 Non pp)</p>
<p>To improve pupil behaviour towards their own learning, attitude and engagement within lessons in order to positively impact on progress.</p>	<p>Level of negative behaviour points is not disproportional in comparison to the PP and Non PP ratios within the School. Reduction in the number of school sanctions issued across the academic years (Detentions/Suspensions/Exclusions) Improvement in punctuality and attendance to school. Increased number of students receiving positive awards across the school.</p>
<p>To provide each student with a wealth of opportunities to enhance aspirations and cultural experiences in order to improve ambitions for post 16 destinations.</p>	<p>All students engage with wealth of Personal Development opportunities that are provided in school. The equivalent proportion of Pupil Premium and non-Pupil Premium will be involved in extracurricular opportunities. To build a program centred on aspirations including cultural opportunities and experiences. To raise the overall progress level of Pupil Premium students. Support students with high ambitions/aspirations to reach those goals. Increased engagement with extra –curricular activities</p>

	Increased participation with school trips Increased number of student on the student leadership team
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REVIEW

This policy will be reviewed annually.