

**Pupil Premium Policy  
Statement September 2019**

**Introduction**

Pupil Premium funding is additional funding given to individual schools to raise the attainment and progress of disadvantaged pupils and to close the achievement gap between them and their peers, including non-disadvantaged pupils nationally. Funding is based on the number of pupils who are eligible for free school meals at any point in the last six years. Looked After Children (LAC) are also eligible.

All our schools have high levels of eligible pupils (well above the national average).

	<b>Conway Primary</b>	<b>Greet Primary</b>	<b>Hodge Hill Primary</b>	<b>Brookfields primary</b>
Pupils eligible for pupil premium 2018/19	43.9%	30.3%	27.4%	48.8%

Currently, all Pupil Premium funding is managed directly by each school’s Headteacher. The Trust’s responsibility is to establish overall policy and ensure it is implemented consistently across its schools.

**Commitment**

Create Partnership Trust is fully committed to ensuring the best possible learning outcomes for our pupils, especially the most vulnerable. Pupil Premium funding is used by each school in the Trust to tailor support for identified pupils in a range of ways which meet their individual needs. A detailed breakdown of the use and impact of funding can be found on each school’s website:

- [www.brookfieldsprimary.bham.sch.uk](http://www.brookfieldsprimary.bham.sch.uk)
- [www.conway.bham.sch.uk](http://www.conway.bham.sch.uk)
- [www.greet.bham.sch.uk](http://www.greet.bham.sch.uk)
- [www.hodgehillprimary.bham.sch.uk](http://www.hodgehillprimary.bham.sch.uk)

We recognise that not all pupils who are eligible for free school meals are necessarily socially disadvantaged. The reverse also applies; some pupils from disadvantaged backgrounds do not necessarily qualify for the Pupil Premium. In our communities there is often minimal difference between those who qualify and those who do not. We are therefore committed to best provision for all pupils regardless of their dis-advantaged or non-disadvantaged status although we are careful to use our funding sources appropriately.

## Our principles as guidance for our schools

- We allocate Pupil Premium funding following a careful needs analysis which identifies priority groups or individuals in particular age-group cohorts.
- Pupil Premium funding is clearly identifiable in school budgets.
- We ensure that the best possible provision is made for pupils who belong to vulnerable groups, following careful assessment of need.
- We recognise the importance of early intervention in working with socially disadvantaged pupils.
- We also recognise the importance of quality first teaching above all other interventions and initiatives.
- We use the funding to accelerate pupils' progress and assist them in reaching age-related expectations and above.
- We track, monitor and evaluate the impact of funding on pupils' outcomes and staff deployment.
- Pupils who are assessed as falling behind are tracked more closely by senior leaders.
- Each school reports promptly and accurately on the progress made by appropriate pupils in narrowing the gap against non-disadvantaged pupils nationally.
- Reporting includes to senior leaders (via Pupil Progress Meetings), to parents and to Trustees.

## Our four key objectives

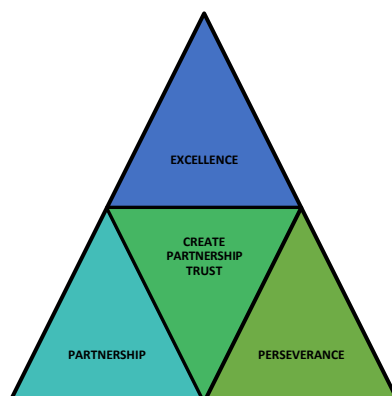
Our Trust has four key objectives, the third of which – SUPPORT - relates directly to the use of the Pupil Premium:



**SUPPORT: Earlier intervention and improved transition** – meeting the needs of pupils so that barriers to learning are quickly identified and removed as soon as possible, especially for the most vulnerable pupils and their families

## Our Trust values

We have recently revisited our values in the light of our first year as a MAT: excellence, partnership and perseverance. We use the Pupil Premium funding to help us promote these values with our pupils because, we believe that these are support behaviours and ways of working which will help us raise their achievement.



At pupil level, these are interpreted as:

- **Excellence** - we give our best at work and at play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we are successful and celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence; we understand that excellence is achieved through partnership (working with others) and perseverance (what we do as individuals)
- **Partnership** – we work together; we listen to each other; we share and take turns; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our school; we are part of a team; we are part of a family; we help each other to achieve well; we believe everyone is equal
- **Perseverance** – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we are helping to make our own futures; we can change if we need to; we can find solutions; we look forward

Responsibility for this policy statement	Board of Directors (Trustees)
Responsibility for monitoring and evaluation:	CEO/Executive Headteacher
Date of policy:	September 2018
Date of next review:	September 2020 or as required
Links to other policies:	Teaching and Learning