



CASTLEMAN ACADEMY TRUST

POLICY :

Pupil Premium

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CASTLEMAN ACADEMY TRUST

Pupil Premium Policy

The Castleman Academy Trust ensures that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs. The pupil premium is additional funding allocated to school on the number of pupils that have free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM').

Pupil Premium also provides funding for children who have been looked after for 1 day or more, been adopted from care or left care under a special guardianship order or a residence order. (See Department for Education Guidance 'Promoting the Education of Looked After and Previously Looked After Children'.)

The Pupil Premium also provides funds for the children of service personnel, known as Service Premium.

However, the Trust is accountable for the use of this additional funding. In making decisions on the use of Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our Trust is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we recognise the vital role that parents and carers play in lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, in all Trust Schools and each School Standards Board (SSB).
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identifying and intervening with their social and emotional development where necessary.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.

Principles:

All Trust Schools will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Aims:

We expect all members of our Trust community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gaps for all our pupils.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations and thereby narrowing the attainment gap.

Pupil premium resources will also be used to target more able Pupil Premium children to achieve higher levels.

Provision:

Castleman Academy Trust Schools will continually strive to make sure we:

- Have a curriculum, under constant review, which is designed to offer maximum flexibility, high standards and support the acceleration of progress in learning to meet the needs of individual pupils, so the gap is narrowed and improvement maintained.
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos, through differentiated planning and teaching which enable pupils from disadvantaged backgrounds to thrive.
- Have constant staff development and training to ensure that all staff in school are expert in providing for each individual child.
- Have a broad and varied extra-curricular programme to offer experience outside of the classroom to all children.
- Have programmes (for example, pastoral support) to support children with social or emotional difficulties.
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.
- Allow all staff to have a range of professional development opportunities suited to their particular needs and role.
- Provide in-school support for children with particular educational needs.

- Additional teaching and learning opportunities through trained Teachers, Teaching/Learning Assistants or external agencies.
- Have family learning opportunities to raise aspirations of families and children.

The Pupil Premium is additional to the main school funding and it will be used by trust schools to address any underlying inequalities for children eligible to receive the funding.

Reporting:

We are aware that under The Schools' Information (England) (Amendment) Regulations 2012 Schedule 4, the Castleman Academy Trust Schools Premium report must be published each year on our website identifying allocation and spending and an evaluation of results and outcomes of Pupil Premium pupils. No individuals or groups of individuals will be identified.

It will be the responsibility of the person responsible for Inclusion to produce an annual report for the Governors and the Trust Board on:

- The progress made towards narrowing the gap by year group for socially disadvantaged pupils.
- An outline of the provision that was made since the last report.
- An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

Our School Standards Boards will ensure that their school complies with legislation and that this policy, along with specific stated actions for narrowing the gaps, is implemented.

Our Trust will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DFE.

Pupil Premium Educational Visits Payment Policy

Aims:

Educational visits with a clear purpose are an essential part of a broad and balanced curriculum and a part of our curriculum.

We believe educational visits hugely support learning. They are an opportunity to extend students' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest, talent or in some cases professional fulfilment.

The aim of the Pupil Premium Education Visits Policy is to ensure that all pupil premium students can take part in these aspects of school life.

Our Pupils will achieve our aims by offering:

- Visits to all students that will support the education of the whole child.
- Financial discussions to support pupil premium students on a needs-led basis.

Principles

- Members of staff are aware of the Educational Visits Policy and follow the procedures when planning their trips.
- All pupil premium students have the right to access educational visits.
- An educational visit, in this context, is one which improves the education and interests of the whole child.

Equality Impact

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics.