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## ACE Pupil Premium Strategy for 2017-18

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**“ Whenever we've seen the children in the most disadvantaged context truly excel, always it's been in classrooms and in whole schools where there is a clear vision of where the children have the potential to be ”**

*Wendy Kopp*

Our role is to ensure that all children – including the most disadvantaged – get the educational opportunities they deserve and make the most of them. ACE is committed to raising the achievement of disadvantaged children in each of its schools and refuses to accept that any child is ever destined to underachieve by virtue of their social circumstances.

Every person employed by ACE has a part to play in helping disadvantaged children to achieve educational excellence, and each of us acknowledges that we are accountable for the impact of our efforts to improve outcomes and diminish gaps in achievement.

An important aspect of ACE's efforts to raise achievement will be to ensure that 100% of Pupil Premium funding is spent in ways that will have the maximum possible impact on pupil progress and learning. The Pupil Premium is additional funding from central government which is allocated to schools for the intended purpose of supporting them in their efforts to raise the achievement of disadvantaged pupils, the overall aim being to diminish gaps between disadvantaged and non-disadvantaged children both within school and nationally.

The Trust's strategic work on the Pupil Premium - at both Director and school leadership level – is underpinned by the seven building blocks of success

identified by the National Foundation for Education Research (NFER) in its November 2015 report, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice:

- Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments;
- Focusing on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
- Focusing on outcomes for individual pupils rather than on providing strategies;
- Deploying the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants rather than using additional staff who do not know the pupils well;
- Making decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points;
- Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

The Trust will rigorously review the learning and achievement of disadvantaged children in its schools, forensically analysing their progress and attainment. The Trust recognises that disadvantaged children do not form a homogenous group, and it will consequently raise questions about the achievement of disadvantaged pupils who are more able and/or SEND. The Trust will make arrangements for all schools to receive a formal Pupil Premium Review which will identify effective practice and make recommendations where practice could be improved.

The Trust acknowledges that effective governance is a crucial component of raising achievement and that it has a responsibility to ensure that any individuals involved in governance are properly equipped to ask searching questions about the performance of pupils who attract the Pupil Premium. Those involved in governance need to be made fully aware of the moral imperative of this aspect of their work.

The Trust believes that school leaders are best placed to make decisions about how pupil premium money is spent in their respective schools. However, schools

will be held to account by the Trust's Board and the Local Advisory Boards for the impact of their spending. School leaders will need to be able to describe the barriers to learning which they have identified and explain why particular strategies have been chosen to address them. They will be required to report on the impact of their chosen strategies and the lessons learnt.

The Trust will facilitate school-to-school learning through its leadership and governance networks so that schools can learn about what works (and what does not) through discussion with other schools within the ACE family. ACE school leaders are also encouraged to make use of the Sutton Trust's Families of Schools database in order to identify schools with similar demographic contexts to their own:

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database>

The Trust expects school leaders to make very well informed decisions when it comes to spending pupil premium funding. The Trust expects its school leaders to be familiar with research findings such as those summarised in the Sutton Trust - Education Endowment Foundation Teaching and Learning Toolkit and

Early Years Toolkit:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/resources/early-years-toolkit>

The Trust expects its schools to rigorously audit, monitor and evaluate the impact of any strategies paid for out of Pupil Premium Grant funding. Where strategies are not proving effective, it is anticipated that they will be appropriately modified and/or discontinued.

Schools are obliged by law to publish their Pupil Premium strategy online. The Trust expects ACE schools to use the agreed ACE template.

### **What is the vision in terms of key stakeholders?**

- Every child has the advantage of a great teacher in a great school
- Every child is engaged in an exciting and dynamic curriculum that is relevant and challenging
- Every child makes expected or better progress and is well prepared for the next stage in their education

- Every child is optimistic and enthusiastic about their learning and their future
- Every parent or carer is supported by the school to be actively engaged in their child's learning and development
- Every teacher and member of staff knows about the barriers to learning and their individual role in overcoming these
- Every school leader is relentlessly focused on improving outcomes for disadvantaged pupils in their school
- Every school systematically evaluates its provision to ensure that it is fit for purpose and based on evidenced best practice
- Every member of the Trust's senior leadership team is a champion for disadvantaged pupils when they work with each school and when they facilitate the learning and sharing of best practice across schools
- Every Director and governor understands the moral imperative and works collaboratively and strategically to ensure that the above vision becomes a reality

### **What is already in place within the Trust?**

- Deputy CEO with specific remit to improve outcomes for pupils in receipt of the Pupil Premium
- CEO with responsibility for pupil outcomes – as a result there is now a tracking system identifying progress for all pupils and pupil premium pupils so that the schools and Directors can determine strengths, areas for development and key actions to raise achievement
- Regular Pupil Premium Lead meetings (termly)
- Governor training is specifically targeted at the Pupil Premium
- ACE schools provided with guidance as to what is required on their websites in terms of the Pupil Premium –based not just on what is required but what is best practice
- The ACE Leadership Team receive training and updates
- The Trust keeps itself updated on recent research on evidence-based best practice (for example, from the Sutton Trust) and this is shared with colleagues
- Schools have been provided with a suite of tools and templates to help schools implement, report on and evaluate what they are doing with the Pupil Premium grant

### **What impact is this having?**

- The level of awareness, discussion and focus on Pupil Premium children

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- has significantly improved at all levels
- There is a strong sense of collective responsibility both within schools and across the Trust
  - The Trust has baseline data for the start of the academic year and will evaluate impact once in year data and end of year data is known. Early evidence of impact will also be evaluated as part of the Pupil Premium Progress Meetings

**What new initiatives are currently planned to improve outcomes for pupils in receipt of the pupil premium?**

- Pupil Premium progress meetings have been planned for January and April – there will be a particular focus on those children who are vulnerable in their progress (whether low, medium or high in terms of attainment) and what provision might be needed in order to turn this around
- Audit the range of strategies that schools are using together with an evaluation of how they effective they are
- Staff to attend Teach Meet sessions
- Dedicate a Teach Meet event to provide an opportunity for Pupil Premium Leads to celebrate best practice in terms of pedagogy
- The Trust’s vision and strategy for disadvantaged pupils is given prominence within the ACE Website.