



Pupil Premium policy

Vision

At Forest Academy, our learning community creates pupils with inspiration, ambition, academic success where pupils are passionate to learn. Through our challenge curriculum, pupils develop a love for the outdoors and learning in the local environment, being aware that learning can come in many forms. Pupils are respectful of and celebrate each other's differences, heritage and culture. They are self-motivated, confident pupils able to apply their skills.

We are an Academy built on interdependence, encouraging all staff, pupils, parents and carers and the community, to work together to achieve more than they ever could have accomplished as individuals.

All pupils are polite, well rounded, inquisitive individuals who are respectful of others

All pupils develop thinking skills enabling future success outside of school and in years to come

We expect the best from every pupil in all that they do

Inclusion & Safeguarding Statement

At Forest Academy all children are valued, inspired and respected within our happy, welcoming academy community.

We set high expectations for all our children. Practitioners give every child the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. The funding is provided in order to support these pupils in reaching their potential.

The level of the premium in 2018-19 is £1300 per pupil and £1900 for Children Looked After.

Provision

In order to meet the above requirements, the Governing Body of Forest Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year will be focused on diminishing the difference for those pupils not on track to achieve a Good Level of Development at the end of the Early Years Foundation Stage or at risk of not reaching the expected standards in reading, writing and maths at the end of Key Stage 1 and 2 or not on track for making the expected amount of progress.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of disadvantaged pupils are adequately assessed and addressed through regular pupil progress meetings.

In making provision for disadvantaged pupils, the Governors of the Forest Academy recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil of groups of pupils the school has legitimately identified as being disadvantaged.

The range of provision

Facilitating pupils' access to education

Facilitating pupils' access to the curriculum, including our enrichment programmes

Additional teaching and learning opportunities

The Inclusion Leader, in conjunction with the Head of school, will maintain an on-going programme of support for disadvantaged pupils, which will be subject to the oversight of the Governors' Raising Achievement Committee.

Reporting

It will be the responsibility of the Inclusion Leader to report on a termly basis to the Governor's Raising Achievement Committee on:

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

It will be the responsibility of the Leader to ensure an outline of the school's progress towards diminishing the difference for disadvantaged pupils is given to the school's Governors on a termly basis. The Governing Body will consider the information provided from the Raising Achievement Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools' league tables.

The Governors of Forest Academy will ensure that there is an annual statement to the parents and carers on the web site on how the Pupil Premium funding has been used to address the issue of diminishing the difference for disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the Improvement Plan. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for disadvantaged pupils;
- The vast majority of disadvantaged children will meet their individual targets.
- Effective parental/pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Governors' appeals panel.