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**GTAT Pupil Premium Protocol**

**GTAT: Growing together, achieving together**

**(**Responsibility, Respect, Resilience)

**Context**

The trust serves a rural community. Pupils generally attend local village schools until the end of Y4 and then from Y5 to Y8, St Mary’s Middle. 80% of pupils at the middle school travel to school by bus, which brings specific challenges, for example providing extra curricular activities and direct contact with families is more difficult.

The responsibility of the trust

To ensure that all pupils in our schools achieve their potential and, in order to do so, we seek to meet the individual needs of every child

To ensure early identification of all disadvantaged pupils, including FSM, service, LAC, post adoptive

**Principles:**

We 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 as soon as possible in their school.

The Trust recognises the importance of early intervention, as research on the crucial nature of early intervention at all levels but particularly in the Foundation Stage.

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 trust has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following the identification of barriers to learning, 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 any one time.

As we seek to ensure that support that is provided is fully inclusive, it is likely that many support groups will include both PP and non-PP pupils.

As a trust we will actively monitor, evaluate and share practice with the aim to make best practice common practice.

The trust will ensure best PP practice through external review and ongoing evaluation. The trust will act on the recommendations and monitor ongoing PP provision and practice. A follow up external review will be commissioned to fully evaluate progress.

**Aims:**

All disadvantaged children make at least good progress in relation to their starting points, and progress is close to that achieved nationally by all children

GTAT will ensure that Pupil Premium funding is used to provide evidence based, high impact initiatives, by which to achieve this outcome.

In addition we will ensure that disadvantaged pupils can access the same broad and balanced curriculum, and a rich range of extra curricular activities, as their peers

**Provision**

Designated senior leader in place with clear overview of how the funding is allocated and the difference it makes to the outcomes

Update PP strategy statement each year and place on website

Ring fenced PP funding

Equivalent support for all PP pupils: e.g. more able and SEND

All class teachers know which pupils were eligible for the Pupil Premium and take responsibility for accelerating their progress (PM target)

Provide consistent quality first teaching that meets the needs of all learners as first line of defence

Identify individual pupil’s barriers to learning in order to select most appropriate intervention (Individual PP pupil profile?)

Conduct a thorough analysis of why pupils were underachieving in English and mathematics

Use of research evidence and evidence from their own and others’ experience to identify most effective strategies and intervention programmes

(Allocation of best teachers to teach intervention groups to improve mathematics and English)

Highly effective, whole school strategies are in place: systematic focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Time regularly provided for pupil response/discussion, priority marking

Individual teachers and teaching assistants are held accountable for PP pupils’ progress (PM targets)

Teaching assistants, are highly trained and understand their role in helping pupils to achieve

Provision of well-targeted support to improve attendance, behaviour

Developed links with families where these were barriers to a pupil’s learning

Discussions about PP pupils in all progress meetings

Use achievement data frequently to check whether interventions or strategies were working and made adjustments accordingly

Rigorous analysis of the impact of pastoral interventions (attendance, building confidence, improving behaviour, working with parents)

Through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils

Dedicated PP governor in place

Clear policy on spending the Pupil Premium agreed by governors

Governors involved in the decision-making and evaluation process

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A broad and varied extra-curricular programme to offer experience outside of the classroom to all pupils

Financial support to ensure that children do not miss educational opportunities due to financial hardship, i.e. educational visits, residential visits and after school clubs

Family learning opportunities to raise aspirations of families and children

**Reporting:**

* Individual schools will report on the progress of disadvantaged pupil to their LGB
* Individual school and overall trust progress will be monitored by the performance and management trustees
* Due to the variance of small cohort numbers, data will be presented as pupil numbers and percentages
* Data will be presented as individual schools and aggregate year groups across the trust