



Pupil Premium Policy

The Lodestar Academy

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The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Steven Hulme (Headteacher)
Date created:	September 2024

Date of last review:	September 2025
Date of next review:	September 2026

1. What is this Policy About?

This policy aims to provide background information about the Pupil Premium Grant, so that all members of the academy's community (including stakeholders) understand its purpose and which pupils are eligible.

The policy also outlines how the academy will make decisions on Pupil premium spending, as well as summarising the roles and responsibilities of those involved in managing the pupil premium at the Lodestar Academy.

2. Who Does this Policy Apply to?

This policy applies to all staff, including: the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of the academy (collectively referred to as 'staff' in this policy) as well as pupils and parents/carers.

3. Legislation and Guidance

This policy is based on the Pupil Premium Conditions of Grant Guidance (2017-18) published by the Education and Skills Funding Agency. In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

4. Purpose of the Grant

The Pupil Premium Grant is additional funding allocated to publicly funded schools, designed to raise the attainment of disadvantaged pupils and support pupils with parents in the armed

forces. The Lodestar Academy will use the grant to support these groups (which comprise pupils with a range of different abilities) to narrow any achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

5. Use of the Grant

At the Lodestar Academy, our strategic vision for Pupil Premium is to ensure outstanding provision at two levels: the whole-school level and the bespoke, specific interventions for each pupil.

Our whole-school offer is informed by academic research. Teaching and learning is enhanced by strong professional development, mentoring and coaching, whilst our academy values underpin our ethos of success.

We view both enrichment opportunities and parental engagement as key in supporting the development of the whole child, both inside and outside of the classroom.

Personalised and Targeted Provision:

The needs of each child are thoroughly assessed and support is carefully selected from a wide range of available interventions. Assessment is used to create a bespoke tailored program of support aimed directly to close the gap. Our staff team provides a wide range of specialisms across the spectrum of need at the Lodestar Academy, and we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net and provides immediate action to any concerns we have.

In making decisions on the use of the Pupil Premium funding we will:

- Ensure that Pupil Premium funding allocated to the Lodestar Academy is used solely for its intended purpose.
- Use the latest evidence-based research to inform our delivery of strategies, and adapt these as necessary to meet the individual needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that parents, other stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Free School Meals by working proactively with parents and carers in a sensitive and supportive manner, to remove any potential barriers or stigma attached to claiming Free School Meals. In doing so, we also recognise the vital role that parents and carers play in the 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, by the academy, its governors and the trust.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning to narrow the gaps in attainment in the first instance, supplemented by high quality interventions with proven evidence of impact to assist those pupils who need additional support in a time-limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Liaise with transition schools to ensure a joined-up approach and sharing of information and strategies in order to continue best practice for the pupils joining or leaving our academy.

The Lodestar Academy may use the grant to:

- Provide additional one-to-one or small-group support for eligible students
- Employ additional teaching assistants
- Deliver catch-up sessions before or after the school day (for example, for children who need extra help with maths or literacy)
- Provide additional tuition where needed
- Fund educational trips and visits, including activities designed to address the social, emotional and mental health needs of students
- Fund English classes for children who speak another language

We will publish information on the academy's use of the Pupil Premium on the academy's website, in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

6. Eligible Pupils

The Pupil Premium is allocated to the academy, based on the number of eligible pupils in Years 7-11. Eligible pupils fall into the categories explained below:

- **Ever 6 FSM:** pupils recorded in the most recent January census who are known to have been eligible for Free School Meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
- **Children Looked-After:** pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- **Post-Children-Looked-After:** pupils recorded in the most recent January census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.
- **Ever 6 Service Children:** pupils with a parent serving in the regular armed forces who have been registered as a 'service child' in the census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census.
- **Children in receipt of a Child Pension from the Ministry of Defence,** because one of their parents died while serving in the armed forces.

7. Roles and Responsibilities

The Headteacher and the Senior Leadership Team:

The Headteacher and the Senior Leadership Team are responsible for:

- Keeping this policy up-to-date, and ensuring that it is implemented across the academy

- Ensuring that all academy staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with Virtual School Heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium, to assess the impact of the academy's use of funding
- Reporting on the impact of Pupil Premium spending to the governing body and trustees on an ongoing basis
- Publishing information on the academy's use of the Pupil Premium on the academy's website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors and Trustees

Governors and Trustees are responsible for:

- Holding the Headteacher to account for the implementation of this policy
- Ensuring that the Lodestar Academy is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium, in conjunction with the Headteacher, to assess the impact and effectiveness of the academy's use of the funding
- Monitoring whether the academy is ensuring value for money in its use of the Pupil Premium
- Challenging the Headteacher to use the Pupil Premium in the most effective way
- Setting the academy's ethos and values around supporting disadvantaged members of the community

Other Academy Staff

All academy staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the Pupil Premium

- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals to the Senior Leadership Team
- Sharing insights into effective practice with other academy staff

8. Monitoring Arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with governors and trustees.

9: Equality Impact Assessment

1. Summary

This EIA is for:	Pupil Premium Policy
EIA completed by:	Headteacher
Date of assessment:	September 2024
Assessment approved by:	AAB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, the academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A