

Madeley Academy



Pupil Premium Policy

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Introduction

The Pupil Premium fund was introduced in April 2011 to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- Eligible for free Academy meals (or have been eligible in the last six years, known as 'Ever 6')
- Looked after continuously for more than six months, or
- Within families who work in the armed forces.

The Pupil Premium is paid to students between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

Ofsted inspections report on how the Academy uses the funding and affects the:

- Attainment of the students who attract the funding
- Progress made by these students
- The Gap in attainment between disadvantaged students and their peers

This policy is to be read in conjunction with the "Madeley Academy Pupil Premium Strategy Statement".

Statement of Intent

Our intention is that all students irrespective of background and the challenges that they face, make good progress and achieve well across the curriculum. We aim to use the funding to narrow the gap between our Pupil Premium students and non-Pupil Premium students' **achievement** by ensuring any barriers to success are removed. We want to ensure that these students have every opportunity to reach their full potential by securing good progress and achieving success in external examinations. We promote positive **engagement** from students and their families to help support students reach their **aspirations**, including embarking on a positive career path.

This Strategy outlines how the pupil premium funding will be spent and as recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which incorporates High Quality Teaching, Targeted Academic Support and Wider Strategies. Therefore the funding contributes to a wide range of evidence-based strategies designed to maximise student potential in every possible way. This includes extra teachers in core subjects and a strong inclusion team (attendance, pastoral, behaviour and emotional support). We utilise SEND specialists and strategies to aid positive behaviour and provide opportunities for extended Academy activities. Madeley Academy principles are that all members of staff and Governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment.

To aid **achievement**, the Academy is committed to an ethos of inclusion where expectations are high for students and where barriers to participation are reduced so a full curriculum offer is accessible for all. We are committed to ensuring equality of access to the complete curriculum for all students through differentiation, allocation of resources and the sharing of information/strategies with staff. Schemes of work and lesson plans include evidence of differentiated pathways for students with different abilities and needs, including evidence-based strategies to help break down barriers. Any pupil premium student falling behind their expected progress in three or more subject areas receives a bespoke intervention package including mentoring and staff resources to aid how to break down barriers. The Academy has invested in Academic Coaches who perform as specialist Teaching Assistants with the aim of making the curriculum accessible to different groups of students such as weaker readers, or those lacking resilience. To further aid closing the achievement gap, the Academy carefully monitors engagement with the provisions in place and the impact they are making.

To promote **aspirations**, the Academy takes every opportunity to develop Cultural Capital with the students and nurture a sense of belonging in the Academy. This is through the extended curriculum, the development of vocabulary, raising aspirations and ensuring that all activities are accessible to all students. There is equality of provision which may require practical steps for example, by subsidising field work trips or providing equipment for the Duke of Edinburgh Scheme with Pupil Premium funding.

A strong Careers team and provision supports all students into a suitable destination. Our Attendance team provides a range of strategies to support the students' attendance. One factor affecting attendance can be mental health. Various pastoral support within the Academy seeks to support this. In summary, our aim is to focus on Achievement, Aspirations and Engagement.

Madeley Academy Principles

All members of staff and Governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with all students in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need.

Madeley Academy has the following key principles in relation to the expenditure of Pupil Premium funds:

- Expectations are high for all students. We do not equate deprivation and challenge with low ability
- All teaching and learning strategies are designed to meet the needs of individuals and various groups. Additional support is integrated into the teaching programme
- Research, trialling and self-evaluation are used to allocate the funding to activities that are most likely to have an impact on achievement
- In providing support we will not socially isolate students. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students

Making decisions regarding the use of Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the Academy and the subsequent challenges it faces.

In making decisions on the use of the Pupil Premium funding we will ensure that Pupil Premium funding allocated to our Academy is used solely for its intended purpose. We will:

- 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 students
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances
- Be transparent in our reporting of how we have used our Pupil Premium funding, so that our parents, other interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
- Recognise the fact that FSM students are not a homogenous 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 as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way
- Use the Pupil Premium funding for all year groups not just those taking examinations at the end of the year

Roles and Responsibilities

We expect all members of our Academy community, particularly staff and Governors to be committed to raising standards and narrowing the attainment gaps for our students.

The Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- All staff are aware of their responsibilities in narrowing the gaps of our students
- All staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment
- Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the Academy
- All strategies are evaluated as robustly as possible to ensure that the approach applied is having the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used
- It will be the responsibility of the Headteacher to include the following information in the annual report for Governors:
 - The progress made towards narrowing the gap, by year group, for disadvantaged students
 - An outline of the provision that has been made since the last annual report

Teaching and Support staff

Teaching and support staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which will enable students from disadvantaged backgrounds to thrive
- Plan and deliver a curriculum and lessons to a high standard to support the acceleration of progress in learning, to enable gaps to be narrowed and improvements maintained
- Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up-to-date with teaching strategies and research, that has a proven track record in narrowing the gaps in attainment and achievement
- Provide a mentoring system, using pastoral staff, that supports students in their learning, communicates with parents and other outside agencies and monitors the progress of any PP student falling behind

The Academy will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerate the progress of students and the narrowing of gaps.

Impact

Madeley Academy regularly measures the attainment and progress of all students with particular reference to all our vulnerable groups.

The Senior Leadership Team, SENDCo, Year Managers, and Heads of Department evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place. There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met. Interventions are logged and progress is monitored to evaluate impact.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the Academy is having in narrowing any gaps. It will also take into consideration the increased funding that becomes available from the Pupil Premium Grant.

Outcomes

- Students eligible for Pupil Premium will have been identified and monitored
- Pupil Premium students will have achieved above the National Average and gaps in attainment will have narrowed
- Students will have developed confidence and independence and have been supported with their aspirations and ambitions

Disseminating the Policy

This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the Academy office)
- In the staff information packs

We may also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the use of Pupil Premium funding.