**PUPIL PREMIUM POLICY**

The Boxing Academy’s mission is to offer high quality education and development to the most hard-to-reach young people, realised through the discipline and ethos of boxing.

We are committed to this for all children regardless of background or barrier to learning, in every aspect of academy life. The Key Principles of the Boxing Academy that guide our actions to deliver this are:

**CONSISTENCY**
boundaries help children feel safe and learn
**PERSISTENCE**
do not give up, there is always hope
**IMMEDIACY**
deal with issues as they arise
**TOUGH LOVE**
discipline and emotional support go hand in hand
**CONFLICT RESOLUTION**
confrontation offers a chance to grow
**CONSEQUENCES**
take responsibility for your actions
**REWARDS**
learn to be successful one step at a time

**Understanding barriers**

Challenging socio-economic circumstances can create additional barriers to success for children. However, we believe that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. The Education Endowment Foundation has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers:

* A language deficit - both a gap in vocabulary and a lack of ability to manipulate

language for effect

* A lack of metacognitive strategies – most of our learners have significant gaps, not just in knowledge but also in methods for learning (exam techniques, organising for revision, etc.)
* Emotional wellbeing - which can impact on behaviour for learning
* Limited cultural capital and enrichment - lack of experiences limits language and understanding
* Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the BA later in KS4, the impact of the school is lessened due to the lack of time.

Many of our vulnerable cohort will be experiencing more than one of these barriers to learning.

**Tackling barriers**

The primary way to overcome the barriers to learning that BA students face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

* Frequent, evidence based CPD focused on the needs of pupils, particularly those from disadvantaged backgrounds.
* Staff development will focus on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice.
* Rigorous teacher recruitment and retention process to ensure that high quality, well educated staff join and stay with the school.
* The development of a language-rich curriculum. There is access to high quality, challenging language in all aspects of school life.
* The adoption of structured collaborative learning in classrooms
* Structured teaching of metacognitive skills and their use in the classroom to support all learning.
* Cultural enrichment opportunities: school journey, sports coaches, extra curricula clubs, trips and visits in and around London
* Pupil voice: senior staff regularly meet with children to ensure that they are listened to and their opinions about their experiences at school are valued
* Class teacher release time to work with vulnerable learners

**Pupil Premium funding**

It is not always possible for the Boxing Academy to be paid the PPG directly due to the different forms of referrals to Alternative Provision, i.e. single and dual registration. However, the BA carefully monitors the progress and attainment of the PPG students to ensure that no child is left behind.

**Monitoring and Evaluation**

As part of its commitment to ensuring impact, the school undertakes regular monitoring and evaluation as set out below

1. Data analysis

2. Pupil progress meetings

3. Regular moderated assessment

4. Learning walks

5. Learning discussions with pupils who show their books

6. Support and challenge for individual teachers

7. Regular, rigorous SLT meetings to assess impact of actions

8. BA Improvement Plan (BAIP) informed by staff, pupils and governors

9. Regular BAIP monitoring reports to governing body

10. Annual BAIP informs teacher and pod leader performance management targets

11. Listening to the views of all children to hear about their learning and experiences of school.

12. Regular external review.

As a school, we provide frequent, evidence based professional development opportunities that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

For more information about the Pupil Premium please visit the Department for Education website:

https://www.gov.uk/guidance/pupil-premium-information-for- schools-and-alternative-provisionsettings