

Pupil Premium Policy

SLT	P Moore
Committee	School & Community
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Review Date	Spring 2019



Pupil Premium Policy

Background

The Pupil Premium (disadvantaged funding) is allocated by local authorities, or the DfE, to schools and academies with students between Foundations Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded students in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Principles

- The Deputy Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and Maths provision, welfare and inclusion support)
- We will ensure that teaching and learning opportunities meet the needs of all students, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- We will ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We recognise that not all students who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- Pupil Premium funding will be allocated to those students who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving students to at least expected levels of progress, especially in English and Maths, but even further where they have the potential to achieve above expected progress
- We will also use Pupil Premium in areas where eligible students show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that students will achieve their academic and personal potential

- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SE students will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, students and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual student:

Group	Examples
1. Family Engagement	<ul style="list-style-type: none"> • Heads of Year • Pastoral Leaders • Parents' Forum
2. Attendance	<ul style="list-style-type: none"> • Attendance Officer • Education Welfare • Pastoral Leaders • Head of Inclusion
3. Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Educational visits, including residential trips (pro rata contribution to the overall cost) • Visitors (e.g. mentoring, talks and assemblies) • Extra-curricular Provision (clubs and music lessons) • Provision of resources
4. Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work with an experienced teacher focused on overcoming gaps in learning • Additional staffing in specific targeted year groups including phonics in year 7/8 • Additional group teaching and learning opportunities • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use (e.g. revision materials, accelerated reader Kaboodle) • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)



Reporting

It will be the responsibility of the Deputy Headteacher to present Pupil Premium reports to the Governing Body, including the following:

- An account of the progress made towards closing the gap for socially disadvantaged students (Pupil Premium against non-Pupil Premium students, whole school and national);
- An outline of any changes to provisions
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged students and what the impact has been. Publication will include posting the statement on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure.

Review

This policy will be reviewed annually in the light of any statutory or advisory changes (e.g. Ofsted Reports and Guidance from the DfE).