

Pupil Premium Policy
Closing the gap for Disadvantaged Children

The purpose of this policy is to outline strategies to narrow the attainment gap between Disadvantaged children (defined as those entitled to Pupil Premium and Pupil Premium Plus) and other pupils.

All members of staff and the governing body accept responsibility for Disadvantaged Children including looked after children and children adopted from care, and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Strategies will include:

- Use high quality teaching as the preferred way to narrow the gaps in attainment
- high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Identification on planning
- Marking work first
- Speaking to disadvantaged children about their learning not regularly but **frequently**
- Monitoring progress of disadvantaged children not regularly but **frequently**
- Effective use of Pupil premium funding

THE PUPIL PREMIUM FUNDING

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Under DFE guidelines schools' have the freedom to use the Pupil Premium as they see fit, based upon knowledge of pupils' needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research¹ on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Use the support of outside agencies either as part of an already purchased package or additional support as appropriate
- Recognise the fact that FSM pupils are not an 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 the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- 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.

To maximise school's pupil premium funding we will:

- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

¹ Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <http://www.york.ac.uk/iee/> which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The July 2013 Ofsted report '[Research report looking at how schools spent pupil premium funds and what they plan to do with funding in future years.](#)' and the July 2014 Publication '[Pupil premium reform is benefiting children from all backgrounds.](#)' are examples of the research evidence and case studies of best practice which we use.

LOOKED AFTER CHILDREN

We recognise that nationally there is considerable educational underachievement of children in residential and foster care, when compared with their peers.

All staff and governors are committed to ensuring improved educational life chances for looked after and post adoptive children by ensuring that:

- Staff are aware that being or having been 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given to providing appropriate therapeutic support as well as academic support
- Designated Teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher
- School staff and governors are aware of the DfES statutory guidance: Duty on local authorities to promote the educational achievement of looked after and post adoptive children.

DEVELOPMENT OF THE POLICY

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for Disadvantaged Children.

The Head and Leadership Team

The Headteacher and Assistant headteacher will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Assistant headteacher shares the day to day responsibility for coordinating the implementation of this policy and monitoring outcomes.

Together with the above named members of staff, the Finance administrator will monitor the use of the Pupil Premium on a termly basis, to track the allocation and use of Pupil Premium funding.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils 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, which have a proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. There is a named governor who is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the progress of Disadvantaged Children. In monitoring and evaluating the work of the school, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

KEY CONTACTS

Head Teacher

Assistant Head Teacher

SEN & Pupil Premium Governor

MONITORING AND REVIEWING THE POLICY

Our work in relation to Disadvantaged Children will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

This policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

DISSEMINATING THE POLICY

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

- on our website (with paper copies available on request in the school office) in accordance with statutory requirements
- in the 'Key Information for Staff' folder and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and newsletters, as appropriate, to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.

SIGNED AND DATED

Head.....

Chair of Governing Body.....

Date of Policy.....

Review Dates