



Pupil Premium Policy

Date agreed by Governors:

Date of Review: May 2018

Member of Staff Responsible for the Policy: KLF

Date of next review: May 2019

Dissemination of the Policy: All staff, Governors and website

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Purpose and aim of the policy and procedures

During the financial year 17-18 we received £221,595. The DfE has given us the freedom to use Pupil Premium, as we see fit, based upon our knowledge of our pupil 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 students within their responsibility.'

However, we are accountable for the use of this additional funding.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to school on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'), service children and children in care. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

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.

The Pupil Premium was initially introduced in April 2011 when school received an additional £488 for each of their students eligible for free school meals. This figure increased to £935 for the financial year 2017-18 and is expected to be £935 for the financial year 2018-2019. The figure is £300 for service children and £2,300 for children in care.

Purpose of the Pupil Premium

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on the school's website.

Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic's allocation was spent, and the effect of this expenditure on the*

educational attainment of those students at the school in respect of whom grant funding was allocated.'

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals cannot be identified.

How we will make decisions regarding the use of the pupil premium

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. We also recognise that the Direct School Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantage students.
- Use proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used 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.
- 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 parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM/PP does not equate with students 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 school and governing body.
- Recognise the fact that FSM/PP students 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 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 for all year groups not just those taking examinations at the end of the year.
- Be mindful that we need to have high expectations of all pupils, whether PP or non-PP and encourage a growth mindset in all students.

Development of the Policy

This policy has been developed in consultation with students, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

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 Equality and Diversity Policy. The overlap with our Equality and Diversity Policy is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an Additional Language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM/PP. Where this is the case, we shall take the additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework April 2018, which places strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

Links to other Policies and Documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged students, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other students whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged students in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

General Data Protection Regulation

When identifying, tracking and providing interventions for Pupil Premium students, the school will at all times adhere to the requirements of GDPR.

Role and Responsibilities

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

The Headteacher and Deputy Headteacher are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's

progress and attainment. They will make sure narrowing the gaps is a priority area of focus for the school, including through the use of School and Department Development Plans and Performance Review, as appropriate.

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.
- An evaluation of the cost effectiveness, in terms of progress made by the students receiving a particular provision, when compared with other forms of support.

The Deputy Headteacher has a day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. They have expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps and know how to customise this research to fit the needs of our students and school context.

The Deputy Headteacher will monitor the use of the Pupil Premium funding and will also check to see that it is providing value for money. They will also ensure that PP indicators are used, not just FSM as many of our pupils who are no longer FSM still require extra support.

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 collective ethos in their classrooms which enable students from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support acceleration of progress in learning, so that gaps can 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, which have a proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities to 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 students 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.

The Pupil Premium spend is overseen by the Finance and Premises portfolio and the effectiveness of Pupil Premium provision is overseen by the Teaching and Learning Portfolio. Andrea Pegler is the Pupil Premium governor and 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 use of Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil premium, 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

Miss Karen Foster: Deputy Headteacher

Mrs Andrea Pegler: Pupil Premium Governor

Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium 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 adjustment if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium 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 gaps. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Our annual review will involve staff, students and governors.

Pupil Premium is a standing item on SLT, RAP and GB agenda.

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 staff handbook and as part of induction for new staff.

- Included in the newsletter for parents and carers.
- As a summary in the school brochure.

We will also use other methods and occasions 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.

Use of the Pupil Premium in our school and its impact

In this section we will outline how we will, and have used the Pupil Premium in our school and the impact this has had on outcomes for our eligible students.

Our key areas of focus are:

- Tracking and Monitoring:
 - Data analysis and review. The Deputy Headteacher is responsible for Pupil Premium and the Assistant Head (Curriculum) organises and presents student academic data to ensure eligible students are subsumed within the school's academic tracking and monitoring procedures therefore ensuring additional focus and intervention where necessary.
 - FFT workshops and use of the new ISDR.
 - Use and development of 4Matrix as a tracking and analysis tool.
 - Pupil Premium students are a focus for reviews of marking, pupil pursuits, learning walks and barometer groups throughout the academic year.
- Curriculum Enrichment, Academic Support and Inclusion:
 - One-to-one and intervention tuition.
 - Year 11 after school and holiday revision classes.
 - TA support.
 - Accelerated Reading Programme.
 - Supporting enrichment and stretch and challenge activities.
- Enhancing Employability:
 - Careers guidance and work experience.
 - 'Skills for Life' training for students through PSHE and GAP programmes.
- Attendance and Accessibility:
 - An Educational Welfare Officer provides intervention, support and promotes high levels of attendance for identified students.
 - The Special Educational Needs Coordinator ensures the students who have Special Educational Needs and/or Disabilities and were in receipt

of the Pupil Premium Grant were adequately supported and challenged in their academic progress.

- A selection of appropriate alternative off-site educational provision are organised for a very selective minority of identified students, for whom this is appropriate and supportive to their emotional well-being, learning and life chances.
 - A nurture group targeting KS3 students to support their Social and Emotional Aspects of Learning (SEAL) which was run by trained Teaching Assistants.
 - The use bespoke alternative provision for students to reduce the risk of (permanent) exclusion – this can involve off-site or off timetable support provision to focus on behaviour and social, emotional issues to allow students to cope across the curriculum.
 - Catering improvements to encourage free school meal take-up and healthy eating.
- Pastoral Support
 - Pastoral Heads work with the most vulnerable students in their cohort to support them pastorally and track/coordinate interventions related to academic progress.
 - Pastoral Heads monitor the attendance of the most vulnerable students in their cohort to support them pastorally and track attendance related to academic progress.
 - A Pastoral Manager is employed to facilitate multi-agency support for students in receipt of the Pupil Premium Grant.
 - A professional mentor and behaviour specialists is employed to staff the Student Referral Room. They support students in lessons where behaviour is prohibiting engagement and progress. They provide 1:1 sessions and lesson support.
 - Access to and support from Gloucestershire Counselling Service throughout the academic year.
 - Whole staff training on behaviour strategies and the language to engage certain students.
 - The use of a professional physiotherapist to engage and mentor disadvantaged and disaffected cohorts/groups. Subsidised school activities and trips to aid personal and social development and transition to life beyond school.
 - Hardship support - Limited financial help is given to ensure that school trips, visits and curriculum opportunities, all important aspect of a child's education, are subsidised by the premium to ensure that eligible students do not miss out on such opportunities.

Financial support in respect of assistance from the Pupil Premium budget will be granted on an individual case-by-case basis. The Governing Body will approve an annual budget in respect of this which will be delegated to the Headteacher.

Requests will be required to be made to the Headteacher by the parent/carer in respect of an application to receive a grant from the

Pupil Premium budget. No grants will be made for more than 50% of the cost of each activity.

- The GAP Project
 - Pittville School takes part in the GAP project in Gloucestershire to raise aspirations amongst students from identified postcodes. There is a large overlap between our GAP and PP cohorts, so these activities are co-ordinated to ensure maximum impact.