



PUPIL PREMIUM POLICY

Last Review:	February 2022
Committee:	Resources
Date Ratified:	15 February 2022
Next Review:	May 2025

Rationale

This policy incorporates the aims and values of our school's ethos and values; to create an aspirational and ambitious culture that has high expectations of students, staff, parents and governors. This is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Systems, Procedures and Practice

Under the strategic leadership of the Headteacher, the strategic implementation of the school's policy for pupil premium is led by the following SLT members:

- Deputy Headteacher - Curriculum
- Assistant Headteacher – Behaviour and Attitudes
- Assistant Headteacher – Quality of Education
- Assistant Headteacher – Personal Development

The operational team consists of the following members:

- Inclusion Support Mentor
- Phoenix Area – Learning support mentors
- School Welfare Officer(s)
- School finance manager
- Administration officer/assistant
- Pupil Premium link governor

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Headteacher

- To monitor the academic, cultural and pastoral progress of pupil premium students across SLT
- To provide information on allocation for pupil premium funding via the school website and reports to governors
- To identify student specific barriers to learning through completing a needs analysis that will be reviewed following each interim data point

Deputy Headteacher

- To analyse the academic progress of pupil premium students at all interim data points
- To coordinate personalised curriculum interventions for identified students

Assistant Headteacher – Quality of Education

- To ensure that our curriculum intent and implementation is accessible to all students and addresses identified gaps in skills and knowledge acquisition
- To ensure that identified gaps in reading are addressed for pupils to enable them to access the full curriculum

Assistant Headteacher – Behaviour and Attitudes

- To provide fortnightly reports on the behaviour and attendance of pupil premium students
- To lead the School Welfare Officer(s) to monitor attendance of pupil premium students below 95%
- To monitor quality and impact of intervention to improve the attendance and behaviour of identified pupil premium students
- To liaise with external partners and agencies, where necessary

Assistant Headteacher – Personal Development

- To provide CPD opportunities for staff and share best practice for quality first intervention in the classroom
- To track and analyse pupil premium students' engagement with extra-curricular and enrichment opportunities
- To track and analyse pupil premium students' engagement with cultural capital opportunities
- To coordinate high quality careers advice and guidance for pupil premium students

School Finance Manager/Admin

- To monitor delegation of funding for pupil premium
- With the Headteacher, evaluate the impact of spending against School Improvement Priorities (SIP)

Inclusion and Learning Support Mentors

- To maintain a record of pupil progress and impact of mentoring, and provide feedback to SLT
- To liaise with external partners and agencies, where appropriate
- To promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- To work with class teachers, pupils and parents in supporting provision for students

School Welfare Officer

- To work with the Assistant Headteacher Behaviour and Attitudes to monitor pupil attendance
- To provide timely intervention for pupil premium students who are persistently absent
- To evaluate the impact of attendance intervention strategies

Class Teachers

- To meet assessment and feedback expectations stated in Learning Area policies for all students
- To plan personalised provision for all students (including pupil premium) that leads to quality first teaching in the classroom
- To ensure Teaching Assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform Leaders of Learning of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Pupil Premium Link Governor

The designated link governor for pupil premium will act on behalf of the Governing Body to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with SLT to evaluate individual pupil

plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

Implementation

- The budget for the Pupil Premium will be a clearly defined budget and will be allocated appropriately to meet the needs of disadvantaged students at the school.
- It is recognised that not all students classified as FSM Ever will be disadvantaged or not making the expected rate of progress and that many students not classified as FSM Ever will be disadvantaged. Therefore it will be appropriate to ensure that all disadvantaged students have the opportunity to benefit from Pupil Premium funding.
- By completing and reviewing a needs analysis, the school will assess the needs of individual students in determining whether they need additional support to ensure that they are making expected progress, that their social and emotional needs are met and that they have equal opportunities.
- The effectiveness of strategies to raise the achievement, improve the progress and provide emotional and social support will be evaluated and these will be amended as appropriate.
- The school is accountable for the achievement and progress of Pupil Premium students and the educational outcomes of these will be reported in the context of how the school has used the Pupil Premium Grant to raise achievement.

Strategies used to support disadvantaged students

All teaching and support staff are aware of Pupil Premium and disadvantaged students. Subject areas are required to track their progress and ensure that there are intervention strategies to support these students in achieving their targets and that they make expected progress. In addition a number of whole school strategies and resources are used to support these students, including:

- School Improvement Plan (SIP)
- additional staffing in English, mathematics and science;
- small group intervention by staff in the Support for Learning Department – Years 7, 8 and 9;
- one to one / small group tuition;
- intervention from the School's Inclusion Worker;
- after school study skills support;
- intervention by the School's Education Welfare Officer;
- intervention by the Phoenix Room staff;
- support for music tuition costs;
- assistance with the cost of educational trips and cultural capital opportunities
- assistance with school uniform costs.

Monitoring and reporting progress towards closing the gap

- The impact of pupil premium strategies and intervention will be shared with all stakeholders after each interim reporting period under the following headings: attendance, attainment, achievement, behaviour and participation.
- All departmental and all governor meetings will have pupil premium as a standing item on the agenda.
- Heads of Year will track and support all pupil premium students who are underachieving after each interim reporting period, and allocate 'inclusion' support services and interventions where needed.

Evaluation

There will be an annual report to Governors during Term 6 on the effectiveness of how the Pupil Premium Grant is used to raise the achievement of socially disadvantaged children and meet their pastoral and social needs. There is a governor responsible for the monitoring of the implementation and impact of the School's Pupil Premium policy.

This report will provide information on:

- how the Pupil Premium Grant was allocated;
- progress towards closing the gap in achievement and progress between these students and their peers for each year group;
- exclusion rates for these students compared to their peers;

- attendance rates for these students compared to their peers;
- an evaluation of the effectiveness of strategies used to support these students and recommendations on future provision in the light of these.

The use of the grant and the effectiveness of provision in supporting disadvantaged students towards achieving their potential will be published on the website.