



Pupil Premium Policy

<u>Review Programme:</u>	
Policy adopted by Governors at:	Finance Meeting Signed by Chair of Committee:
Ratified by Governors at:	Full Governor Meeting on
Date for next review:	Autumn 2022
Signed – Chair of Governors:	
Signed – Headteacher:	

Introduction

The use of Pupil Premium funding, regards every child at the school as unique and entitled to an education that helps them to fulfil their potential by receiving an education that both challenges and supports their needs.

The major factors in predicting a child's future academic achievement levels have been shown to be both prior attainment and poverty.

Deprivation in these areas can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment the outcomes of which can be ill-health, family stress, low levels of family involvement in learning, low levels of social and cultural interaction and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others, at all stages of education. The provision of funding through 'Pupil Premium' is provided for each pupil registered for a 'Free School Meal' (FSM) at any point over the last 6 years; for 'Looked After Children' (LAC), Adopted from Care (AFC) pupils, pupils under a 'Special Guardianship Order' (SGO); and for children of service personnel.

Schools 'are free to spend the pupil premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following below.

Purpose of the Pupil Premium Policy

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

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 and progress gaps that currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents, carers and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils 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 a 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 year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this policy, and other Pupil Premium related documents, we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

The Pupil Premium Policy can be found on our school website:

https://www.sketchleyhill.leics.sch.uk/uploads/1/2/5/1/125150577/pupil_premium_policy_september_2020.pdf

Our pupil premium strategy is available here:

https://www.sketchleyhill.leics.sch.uk/uploads/1/2/5/1/125150577/shps_pupil_premium_strategy_september_2021_new_version.pdf

Information on how the school uses the pupil premium is available here:

<https://www.sketchleyhill.leics.sch.uk/pupil-premium-spending.html>

Principles

- Not all Pupil Premium pupils are socially disadvantaged and not all socially disadvantaged pupils qualify, or are registered, for Pupil Premium. We therefore focus on the needs and levels of attainment and progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the intervention teaching programme.
- Evaluation of the success of teaching and intervention strategies will be used to allocate future funding to ensure the highest level of impact on achievement.
- In providing support, we will not socially isolate pupils and as such all pupils receiving additional support will be a mix of Pupil Premium pupils and non-Pupil Premium 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.
- Use the Pupil Premium for all year groups that require intervention and support

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our pupils, 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 school's Equality 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 as 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 consider these additional needs.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a 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 pupils who are disabled and those who have special educational needs.

Roles & Responsibilities

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

Headteacher & SLT

The Headteacher, Deputy Headteachers and SLT team 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 Headteacher to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, 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.

Subject Leaders

- Subject Leaders are responsible for the progress of all pupils within their subjects and will report to the Governing body through the Headteacher.

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 curriculum themes 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.

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 governing body will approve the overall strategy for deploying pupil premium funding prepared by the Headteacher and presented in the School Development Plan (SDP).
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating the impact on the achievement of targeted pupils.
- The Finance Committee and our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the 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.

Some examples of how the school may use the grant include, but are not limited to:

- Small group tuition – Maths & English to address progress & attainment issues.
- 1:1 'Relate' counselling sessions.
- Training of Emotional Literacy Support Assistants to support and guide pupils with emotional worries and concerns.

- SENDCo support across the school to ensure that all SEND pupils receive targeted and effective interventions.
- 1:1 adult support during lunchtimes for those pupils that need to develop social, relationship and behavioural skills.
- Uniform Voucher given to PP pupils to support them with buying school uniform.
- Funding educational trips and visits

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 on 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. Evaluations through scrutiny of pupils' work and observations made will demonstrate that a higher proportion of teaching and learning strategies are resulting in faster progress for pupils. Discussions with pupils and surveys will help provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Our Pupil Premium Policy will be reviewed on a bi-annual basis by the Pupil Premium Lead 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 any changes Pupil Premium Grant funding. At every review, the policy will be shared with the governing board.

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.