



Pupil Premium Policy

Member of leadership team with lead responsibility for oversight and update of policy	GTN (QUI)
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PUPIL PREMIUM POLICY October 2020

1. Introduction

The Polesworth School is committed to ensuring that all students achieve their full potential by providing outstanding classroom teaching where students make or exceed expected progress. This is underpinned by robust self-evaluation systems and processes.

Pastoral and academic teams ensure that any barriers to learning are quickly identified and additional intervention is carefully designed to meet individual needs. The government's 'pupil premium' is additional funding to enable schools to provide intervention, where necessary, for those students who take free school meals, are looked after or are from services families. All teachers, teaching assistants and governors accept responsibility for disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment.

Background

The pupil premium is a Government initiative that targets extra money at disadvantaged students as well as students whose parents are serving in the armed forces. The premium is provided in order to support these students in reaching their potential.

The Government has used students entitled to Free School meals as an indicator for disadvantage, and has deployed a fixed amount of money to schools per student, based on the number of students registered for Free School Meals within the last 6 years.

The Government does not dictate how schools should spend this money:
'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.' (DfE website)

Schools are accountable for narrowing the educational gaps between disadvantaged and non-disadvantaged students. The Polesworth School will employ strategies that will support students in increasing their attainment and 'narrow the gap' ensuring that students make progress in their studies.

2. Purpose of the Pupil Premium Policy

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 exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to the parents and carers of our students and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in schools' performance measures. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We follow government guidelines for maintained schools (Updated 27th August 2020) which requires schools to publish:

- school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- the pupil premium strategy to overcome those barriers and the reasons for that approach
- the measure used for the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

In meeting this requirement we will observe our continuing responsibilities under the General Data Protection Regulation Act, 2018, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

3. How we make decisions regarding the use of the Pupil Premium

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

- recognise that Pupil Premium funding is not allocated to individual students. Funding will be used in response to student progress data, priority groups or individual needs, which may change during the year. Consequently, funding will be targeted and strategic such that not all pupil premium students will be in receipt of a 'one size fits all' type of provision or intervention;
- regularly track the progress of each student eligible for Pupil Premium in order to ensure that it is at least in line with that of other students of similar previous attainment;
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils;
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance;
- use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way;
- recognise the fact that disadvantaged 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 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;
- recognise that not all vulnerable and/or disadvantaged students are registered for FSM. Discretion will therefore be used in allocating pupil premium funding to students deemed by the school to be vulnerable and/or disadvantaged;
- ensure that, whilst Pupil Premium funding is not ring fenced, it will be treated as additional funding focussed on accelerating the progress of disadvantaged students to a level at least in line with benchmark data;
- encourage take up of FSM by working with our parents and carers in a sensitive and supportive manner and seek to remove any potential barriers or stigma attached to claiming FSM. In doing so, we recognise the vital role that parents and carers play in the lives of their children;
- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body;
- support Pupil Premium students in accessing activities beyond the formal school curriculum (musical instrument lessons, school visits, etc.) to facilitate their full inclusion into our school community and provide equality of opportunity;
- 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.

4. 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 our pupils.

a. The Head Teacher and the Leadership Teams

The Headteacher and Deputy Headteacher (Curriculum) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. The Deputy Headteacher (Staff Development/Director of Teaching School) will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil’s progress and attainment. The Assistant Headteacher (Personal Development) is responsible for the formulation, publication and implementation of the school’s Pupil Premium Strategy. This strategy is produced annually and reviewed periodically. Through performance management arrangements, the whole Strategic Leadership Team 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 an 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 of provision, in terms of the progress made by the pupils.

With the Deputy Headteacher (Curriculum), the school's Assistant Headteacher (Personal Development) has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes to ensure the effectiveness of Pupil Premium spending. In the school's Sixth Form, this is the responsibility of the Director of Post-16 Studies.

SLT and Heads of Departments are responsible for monitoring and ensuring the progress of all students in their care. As such, these leaders are responsible for monitoring and ensuring the progress of Pupil Premium students and enacting appropriate and effective interventions where desirable in order that the progress made by Pupil Premium students at least matches that of other students of similar prior attainment. It is a particular responsibility of the Assistant Headteacher (Personal Development) to monitor the progress of Pupil Premium students and to arrange and coordinate relevant interventions.

The Assistant Headteacher (Personal Development) has further responsibility to support the inclusion of Pupil Premium students in our wider school community. A proportion of the Pupil Premium allocation is available to the Assistant Headteacher (Personal Development) to support participation in musical instrument lessons, school visits, uniform acquisition etc.

The Deputy Headteacher (Welfare), Assistant Headteacher (Behaviour) and Heads of Year are responsible for monitoring and ensuring the good behaviour, attendance and punctuality of all students in their care. As such, these leaders are responsible for monitoring and ensuring the good behaviour, attendance and punctuality of Pupil Premium students and enacting appropriate and effective interventions where desirable in order that the behaviour, attendance and punctuality of Pupil Premium students at least matches that of other students. In the school's Sixth Form, this responsibility is shared with the Director of Post-16 Studies.

The School Business Manager will track Pupil Premium spending against the budget on a regular basis.

b. Teaching and Support Staff

All 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 will 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 classes through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- mark/assess the work of disadvantaged students first when marking class-sets of work to ensure that the work of these students is given the fullest possible attention;
- intervene as and when necessary in order to ensure that the progress made by Pupil Premium students at least matches that of other students of similar prior attainment in their classes;
- keep up to date with teaching strategies and research which have 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.

c. The Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy is implemented. Our governors will ensure that:

- an allocated, named governor is responsible for ensuring the implementation of this policy;
- our work in narrowing the gaps is, at least termly, kept under review so that they can monitor the use of the Pupil Premium;
- a range of information is taken into account in monitoring and evaluating the work of the school in relation to the Pupil Premium, 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 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.