



Pupil Premium Policy

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PUPIL PREMIUM POLICY 2022

1. Introduction

The Polesworth School is committed to ensuring that all students achieve their full potential by providing outstanding classroom teaching and personal development. This is underpinned by robust self-evaluation systems and processes.

Pastoral and academic teams ensure that measures are put in place to minimise any barriers to progress which may impact on students' progress and well-being. The government's 'Pupil Premium' and 'Pupil Premium plus' is additional funding to enable schools to accelerate the progress of students who meet the criteria. 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.

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 students. Measures are included in schools' performance measures which capture the achievement of disadvantaged students covered by the Pupil Premium.

We follow government guidelines for maintained schools which require schools to publish:

- school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible students 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

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.

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 disadvantaged students and their peers.

2. Eligibility

The pupil premium is allocated to the school based on the numbers of eligible students in Year 7 - 11. Eligible students fall into the categories below:

2.1 Ever 6 Free School Meals

Students recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes students first known to be eligible for free school meals in the most recent January census. It does not include students who received universal infant free school meals but would not have otherwise received free school meals.

2.2 Looked After Children

Students who are in the care of, or provided with accommodation, by a local authority in England or Wales.

2.3 Post Looked-after Children

Students recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

2.4 Ever 6 Service Children

Students:

- with a parent serving in the regular armed forces
- who have registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

3. Use of the grant

At the present time, we use Pupil Premium funding to address the following barriers to future attainment:

- Literacy
- Numeracy
- Attendance
- Behaviour
- Aspiration
- Challenges outside school

4. 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 students
- 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 students 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 students 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.

5. 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 students.

5.1 The Head Teacher and the Leadership Teams

The Headteacher and Deputy Headteacher (Curriculum and Outcomes) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. The Deputy Headteacher (Quality of Education-Implementation) will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' 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. 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 students
- 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 students.

With the Deputy Headteacher (Curriculum and Outcomes), 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, bursaries are available to support disadvantaged students which are administered by 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 wider 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 well - being, good behaviour, attendance and punctuality of all students in their care. As such, these leaders are responsible for monitoring and ensuring this of Pupil Premium students in their year groups and enacting appropriate and effective interventions where desirable in order that the well - being, behaviour, attendance and punctuality of Pupil Premium students at least matches that of other students.

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

5.2 Teaching and Support Staff

All 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 collaborative ethos in their classrooms which will enable students 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
- share good practice on pedagogy and strategies which successfully support disadvantaged students
- support disadvantaged groups of students in their classes through adaptive teaching strategies, especially for those who find aspects of learning difficult and are in danger of falling behind
- prioritise disadvantaged students for feedback and support to ensure 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 students and narrow the gaps.

5.3 The School Standards Committee

Our School Standards Committee 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 supporting the progress and well-being of disadvantaged students 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.