



Pupil Premium Policy



Approved by:

TO BE: F&HR Cycle A Summer 1

Date: [Date]

Last reviewed:

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Introduction

This policy outlines the schools use of the Pupil Premium funding allocated to the school by the DfE annually and the desire, commitment and aspirations of the staff and governors to address and overcome socio-economic — or any other external factor — which may hinder children's progress and attainment, and ultimately their life changes.

The Head Teacher will have overall responsibility for the provision of the curriculum within the school and the day-to-day implementation of the policy supported by school Leaders and Governors.

April 2019 Grant Conditions - The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2019; some or all of it may be carried forward to future financial years.

Pupil Premium

The DfE has given us the freedom to use the 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 pupils within their responsibility.'

We are accountable for the use of this additional funding and ensure that stakeholders are fully aware of how this resources is used to make a difference.

Rationale

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'FSM/Ever 6').

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 for one day or more and the children of service personnel.

How we will make decisions

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.
- Recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use some of 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.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our 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 to remove potential barriers or stigma attached to claiming FSM. We also recognise the vital role that parents and carers play in the lives of their children.
- Be committed to the belief that eligibility and take up of FSM does not equate with children being considered '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 pupils 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 children 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.
- Ensure that our most able pupil premium children receive their entitlement.

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

Responsibilities of the Head Teacher include:

- Bringing the presence and needs of current disadvantaged pupils to the attention of staff
- Tracking the progress made towards narrowing the gap between disadvantaged and other children
- Supporting staff with strategies for disadvantaged pupils
- Tracking the provision for disadvantaged pupils
- Liaise with external partners and agencies, where necessary
- Monitoring and evaluating the provision for disadvantaged pupils to identify impact of spending
- Close monitoring and reporting of the pupil premium budget and expenditure
- Provide an annual report to the governing body
- Identifying if children new to the school are eligible for Pupil Premium funding
- Ensure narrowing the gap is a priority area of focus for the school, through appraisal targets
- Ensure that pupil premium funding allocated to our school is used solely for its intended purpose.

Teachers at Akaal will:

- Know which children are eligible for pupil premium funding in their class
- Keep individual "additional support records" for each disadvantaged child
- Recommend disadvantaged children for interventions appropriate to their needs
- Provide effective feedback in line with the Marking & Feedback Policy
- 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 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 class through differentiated planning and teaching
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement
- Ensure teaching assistants are fully prepared to assess the progress and learning for all pupils, including those requiring additional support.

Support staff and other working with PP children will:

- Maintain records to show the impact of mentoring and provide feedback to the class teacher
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of children.

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 gaps.

Governors

The designated link governor will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve meeting with the Pupil Premium Lead/Head Teacher to evaluate the impact of spending.

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.

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 pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for 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 pupils in our behaviour, SEND and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the Headteacher, as appropriate.

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 adjustments 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 the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

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 ongoing evaluations of the strategies we are using. Our annual review will involve staff, pupils, governors and parents and carers.

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 school office)
- as a separate document for staff, and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.