

Pupil Premium Policy

1. Aims

We have high aspirations and ambitions for our pupils and we believe that no pupil should be left behind. We are determined to ensure that our pupils are given every chance to realise their full potential.

2, Background

The Government introduced the term 'Pupils' Premium' to encompass all pupils who are Children Looked After (CLA), currently receive Free School Meals (FSM), or have done at any point in the last 6 years (Ever 6), or have parents who are actively serving in the Armed Forces, or have died in action or left the Service since April 2011 due to injury (Armed Forces). These groups were specified by the Government as they generally have poorer academic results than those pupils who have never belonged to those groups. The Government felt that these pupils should benefit from the additional support the Pupil Premium funding will be able to provide.

Many pupils are identified as being in the Pupil Premium cohort will benefit from additional academic support and encouragement to ensure that they have a positive and successful learning experience. We aim to close any gap in attainment and achievement between them and their non-Pupil Premium peers by expanding pupil opportunities and experiences.

3. Financial Support

If a pupil is within the Pupil Premium cohort (CLA, LAC, FSM, Ever 6 or Armed Forces), then subject to approval we are able to partly fund any school event that links to the curriculum whether inside or outside of the school.

4. Spending the Pupil Premium funding

We adopt a tiered approach to our pupil premium strategy and allocate our spend into three areas. Our strategy places an emphasis on the development of high quality teaching and learning, as research indicates this is one of the most effective ways in which we can improve outcomes for our pupils. Our person-centred ethos ensures that we always consider the individual needs of our PPG pupils. We identify which pupils can benefit from other targeted support or interventions and we also plan for and deliver wider strategies which may benefit all pupils where appropriate.

1. Teaching (*Approx 50-60% of allocated funding*) for example; spend on Professional development, Support for early career teachers.

2. Targeted academic support (*Approx 20-25% of allocated funding*) for example; Structured interventions, Small group tuition, One-to-one support

3. Wider strategies (*Approx 20-25% of allocated funding*) for example; Behaviour approaches or individual spend, Breakfast clubs, Increasing attendance, Therapy, Enrichment.

Objectives for spending the Pupil Premium Funding

- Achieving the pupils' full potential and to improve their quality of life;
- Improved communication by the pupil;
- Equal opportunities to all activities;
- Pupils start the day ready to learn;
- Improved behaviour with less incidents reported and less impact on peers;
- Maths, English and overall progress is in line with non-Pupil Premium;
- Pupils are able to participate fully in chosen activities;
- Improved social skills.

We are currently in a period of transition to a 3-Year strategy instead of planning spend over just the one academic year. This is in line with good practice within the sector, and will allow us to utilise the funding in a way which provides greater impact and continuity in our approach.

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5. Identification of pupils

We will ensure that:

- All staff are aware of who Pupil Premium and vulnerable pupils are;
- All Pupil Premium pupils benefit from the funding, not just those who are underperforming pupils;
- Individual pupil needs are considered carefully;
- Some strategies/interventions will be of the benefit to all pupils and may include Non-PPG pupils accessing interventions.

6. Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – Curriculum progress data, Progress against EHCP framework, observations, learning walks, case studies, staff, parent, carer and pupil voice;
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly;
- Assessments are closely moderated to ensure they are accurate;
- All staff attend and contribute to pupil progress meetings;
- Regular feedback about performance is given to pupils and parents;
- Interventions are adapted or changed if they are not working;
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour;
- A designated member of the SLT maintains an overview of Pupil Premium spending;
- A governor is given responsibility for Pupil Premium.

7. Interventions and Provisions

The following list provides some examples of how we have used our Pupil Premium funding in our most recent strategy:

- Art, Yoga, Play and Drama Therapy;
- Healthy food/snacks available to support PPG students to start the day ready to learn;
- Community trips – Transport for PPG pupils to access the community when school transport is not possible for them;
- Additional clothing available;
- Family/home support and training;
- Individual, additional interventions;
- Provision for curriculum resources and improved learning environment;
- Teacher CPD;
- Curriculum enrichment;
- 1:1 or small group tuition;
- Support for PPG pupils and their families during the period of disruption to everyday life during the COVID 19;
- Environmental / Behavioural support;
- Work related learning and work experience development.

8. Reporting

When reporting about Pupil Premium funding we will include:

- Information about the context of the school;
- Objectives for the year;
- Reasons for decisions taken;
- Analysis of data;
- Nature of support and allocation;
- Learning the curriculum;
- Social, emotional and behavioural issues;
- Enrichment beyond the curriculum;

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- Families and community;
- An overview of spending;
- Total PPG (Pupil Premium Grant) received;
- Total PPG spent;
- Total PPG remaining;
- A summary of the impact of PPG;
- Performance of disadvantaged pupils (compared to non-Pupil Premium pupils);
- Other evidence of impact e.g. Ofsted, Accreditations;
- Case studies (pastoral support, individualised interventions);
- Implications for Pupil Premium spending the following year.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

9. Summary

To achieve the outcomes we believe the provision for pupils in receipt of Pupil Premium needs to be strategically led and carefully managed at an operational level. This provision is lead, managed and overviewed by The Headteacher.

Once the Pupil Premium cohort has been determined by the school census The Head of School, in consultation with teaching staff and Senior Leaders within the school will determine the appropriate interventions and provision required for each individual pupil. This is a continuous process throughout the year. Pupils are able to access as many of the interventions and provisions as individually required.

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