



PLYMSTOCK SCHOOL

Pupil Premium Policy

Governors' Finance and Premises Committee
Lead Officer: Mr R Pearsall
Date for Review: Autumn 2017

THE PUPIL PREMIUM

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 'Ever 6 FSM') and Service Children including those who were eligible for the Service child premium at any point in the last four years (known as 'Ever 4 Service Child'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. 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 was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2014 it was increased to £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

The table below represents the Pupil Premium allocation for students in Years 7 – 11 for the academic year 2016 – 2017.

Disadvantaged students	Pupil Premium per student
Children recorded as Ever 6 FSM	£935
Looked After Children (CLA)	£1 900
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£1 900
Children recorded as Ever 4 Service	£300

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 currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students 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 students at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

DEVELOPMENT OF THE POLICY

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy 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 students, especially minority ethnic, English is 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 take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2014, 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 students who are disabled and those who have special educational needs.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

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. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- Use the latest evidence based research, such as that produced by the Sutton Trust on proven strategies that work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- 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.
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with students being considered to be of 'lower ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Premium, by the school and governing body.
- Recognise the fact that Pupil Premium students are not a standardised group and cover a wide range of needs. As such the strategies we use to raise attainment will take both the 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 and support with proven evidence of impact to assist our disadvantaged students.

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.

SCHOOL LEADERSHIP TEAM

The senior leadership team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate the progress and attainment of students. Through appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

Key senior leader responsibilities for the Pupil Premium:

Rob Pearsall (Assistant Headteacher)

Pupil Premium budget and strategy

Mark Taylor (Pupil Premium Leader)

Pupil Premium action plan and interventions

Jeff Wright (Pupil Premium Link Governor)

It will be the responsibility of this team to include the following information in the termly report to Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

Each Achievement Leader will produce an annual value for money statement in relation to the Pupil Premium.

TEACHING AND SUPPORT STAFF

Through classroom teaching and additional support strategies, 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 that enable students from disadvantaged backgrounds to thrive,
- Plan and deliver 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 students 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 proven track record in narrowing the gaps in attainment and achievement.
- Evaluate the impact of Pupil Premium spend within their area of responsibility.

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 Finance and Premises Committee is responsible for ensuring the implementation of this policy.

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.

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 had.

The link governor to Pupil Premium is Jeff Wright (Chair of the Finance and Premises Committee)

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 on-going evaluations of the strategies we are using.