



PLYMSTOCK SCHOOL

Pupil Premium Policy

Lead Officer: Mrs R Wright
Date for Review: Autumn 2021

THE PUPIL PREMIUM

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The pupil premium grant received by the school is based on the number of pupils who are currently in receipt of Free School Meals (FSM), pupils who have been in receipt of Free School Meals at any time in the past six years (Ever 6), Looked After Children and those adopted from care or who leave care under a special guardianship order or child arrangements order (formerly known as a residence order).

National data shows that students who fall into these categories make less progress at school than their peers and subsequently do less well in external examinations such as GCSE's. The aim of this element of the Pupil Premium is to try and close this attainment gap.

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.

Funding for financial year 2019 to 2020

In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Schools will receive £2,300 for any pupil: <ul style="list-style-type: none"> • identified in the January 2019 school <u>census</u> or the <u>alternative provision census</u> as having left local authority care as a result of: <ul style="list-style-type: none"> • adoption • a special guardianship order • a child arrangements order (previously known as a residence order) • who has been in local authority care for 1 day or more • recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care) 	£2,300
The funding for pupils who are looked after by a local authority, and attract the £2,300 rate, is managed by the <u>virtual school head</u> of the local authority that looks after the pupil.	

PUPIL PREMIUM AND SERVICE PUPIL PREMIUM

Service Pupil Premium (Ever 6 service child measure) is different from the Pupil Premium. The school will claim for both Service Pupil Premium and Pupil Premium for the same child where eligible. Very few Service students at Plymstock School are in addition eligible for the Pupil Premium.

Ever 6 service child measure. The premium was extended, such that any pupil in Reception to Year 11, who has been flagged as a service child since the January 2014 census, will continue to receive the premium (Ever 6 service child).

The service premium is designed to support children with parents serving in the regular British armed forces.

Pupils attract the premium of £300 per year if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' on the January school census at any point since 2014
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions
- pupils with a parent who is on full commitment as part of the full time reserve service are classed as service children

Service children are supported in the same way as Pupil Premium Students, although rather than dealing with cases of financial hardship, the fund exists to support the students in other

ways. We use the Service Pupil Premium provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Mrs Wilkins, twilkins@plymstockschool.org.uk, is responsible for Service Family Students and supports the significant number of students at Plymstock School who are members of service families; we have in-school system of support in conjunction with our Heroes Group.

The Department for Education states that Schools should not combine Service Pupil Premium with the main Pupil Premium funding and the spending of each premium is accounted for separately.

This policy doesn't cover how the school uses the Service Pupil Premium and is solely for those eligible for the Pupil Premium

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 General Data Protection Regulation (GDPR) 2018, 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 as an additional language (EAL), Special Educational Needs and pupils with disabilities (SEND) 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 2019, 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

There is no expectation that the school should spend the grant only on eligible pupils, or on a per eligible pupil basis. To ensure effective spending our decisions will prioritise allocating the grant towards whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

Since 2011 the Education Endowment Foundation (EEF) has been working with thousands of schools across the country to establish what works best in raising pupils' attainment. There is now a growing body of evidence on how schools can best help disadvantaged pupils make progress.

When taking decisions on how to spend the pupil premium grant effectively we will:

- Decide how to use the pupil premium to improve disadvantaged pupils' academic attainment and how best to help disadvantaged pupils make progress.
- Assess the needs of all students and use the grant to make maximum impact in the school. As Pupil needs differ we will cost differing amounts to address this in our allocations and spending.
- 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.
- Actively use the Education Endowment Fund (EEF) published **pupil premium guide** that explains what schools have found works best when spending the pupil premium to improve results. We also use other research for example, produced by the Sutton Trust on proven strategies that work to narrow the attainment gaps. We will consider evidence on what will have the most impact for our students and adapt these as necessary to meet their needs.
- 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.
- Use a 'tiered' approach to the allocation of the pupil premium that balances spend across:
 - supporting training and continuous development to improve the quality of all teaching
 - targeting support for disadvantaged pupils through evidence-based interventions
 - supporting whole-school strategies to improve attendance, behaviour and readiness to learn

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:

Rebecca Wright (Assistant Headteacher)

Pupil Premium budget and strategy

Mark Taylor (Assistant Headteacher)

Director of Learning for Years 10 and 11

Louise Duff (Assistant Headteacher)

Director of Learning for Years 10 and 11

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 Leader will contribute to 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 Governing Body 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.

From September 2019 - Use a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement.

This will ensure we:

- take a longer view of the support the grant will provide
- align our plan with the wider school improvement strategy

To support greater certainty when planning:

- expenditure
- recruitment
- teaching practice
- staff development

The link governor to Pupil Premium is Jeff Wright

EXTERNAL REPORTING AND ACCOUNTABILITY

Plymstock Schools is accountable for the effectiveness of their pupil premium use:

- by publishing a pupil premium statement online
- through inspections
- through published performance tables

PUPIL PREMIUM ONLINE STATEMENTS

We will publish our pupil premium strategy on our website. We will also follow recommended advice and in addition publish:

For the current academic year:

- how much pupil premium funding you received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in your school face
- how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen
- how you will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year:

- how you spent your pupil premium funding
- the effect that the pupil premium had on pupils

OFSTED INSPECTIONS

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

The handbook clarifies that inspectors will not require:

- the school to provide any specific document relating to the pupil premium, other than its pupil premium strategy
- any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps

PERFORMANCE TABLES

School and college performance tables report on the performance of disadvantaged pupils alongside their non-disadvantaged peers in state-maintained and all other schools.

MONITORING AND REVIEWING THE POLICY

MONITORING

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.

Measuring the effectiveness of our pupil premium approach

To measure the effectiveness of our pupil premium approach and spending, we assess the performance of our disadvantaged pupils compared with the national average for non-disadvantaged pupils.

We also compare our disadvantaged pupils' attainment to that of pupils in schools that:

- have similar cohorts
- face similar challenges

Use within-school or within-class attainment gaps between disadvantaged pupils and their non-disadvantaged peers to monitor the school's progress.

Pupil premium reviews

We will commission an independent review of our pupil premium strategy on a three year cycle to identify ways we could use the funding more effectively.

REVIEWING THE POLICY

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.

Policy History

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Autumn 2017	Policy review	Assistant Headteacher PP Strategic Lead	September 2019	Bi-annual Review