



Pupil Premium Provision Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Curriculum and Performance Committee	
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Approval by	Curriculum and Performance Committee

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Agreed to publish on school website	Yes

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Author	Creation Date	Version	Status
Head of School - ACHS (AAR)	December 2013	1.0	
Changed by	Revision Date	Version	Status
Head of School - ACHS (AAR)	15 October 2015	1.1	Reviewed for 2015-16.
Assistant Head - Inclusion (AD)	16 December 2015	2.0	Policy extended to all 3 SVF schools.

Review Date	
Frequency	Next Review Due
Annually	October 2016 (or earlier if new guidance or legislation issued)

Rationale

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM), who are Looked After (LAC) and/or who are from service families and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Governing Body and school are accountable for ensuring that these disadvantaged children are supported in order to narrow the gap in achievement between vulnerable groups of pupils and their counterparts.

Definition

The governing body and school are accountable for the way in which the school allocates funding to improve achievement of vulnerable pupils. Vulnerable pupils can be defined as, but not restricted to:

- Children whose parents/carers are in receipt of free school meals (FSM).
- Children whose parents/carers have been in receipt of free school meals (FSM) within the past 6 years.
- Children with one or more parent/carer who is a member of the armed forces.
- Children classed as Looked After Children (LAC) who are cared for by a Local Authority.

Purpose

The purpose of this statement is to define the ways in which the governing body and school will provide for identified children in order to CLOSE THE GAP between students in the pupil premium cohort and their peers under the following four categories:

- Attainment
- Achievement
- Progress
- Attendance.

Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and is entitled to be supported to fulfil his/her potential, irrespective of need.

Our strategy for spending pupil premium funding will take account of the following principles:

1. We will ensure that appropriate provision is made for students who belong to vulnerable groups. This will include ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
2. In making provision for socially disadvantaged students, we will recognise that not all students who are in receipt of free school meals will be socially disadvantaged.
3. We will also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PP funding to support any student or groups of students the school legitimately identifies as being socially disadvantaged.
4. PP funding will be used according to need and will take account of student progress and attendance data. Consequently, funding will be targeted and strategic such that not all PP students will be in receipt of a 'one size fits all' type of provision or intervention at any one time.

5. We will use “The Pupil Premium: Analysis and challenge tools for schools”, and the accompanying “Pupil Premium report “(Jan 2013) provided by OFSTED to confirm where there are gaps in achievement between students who are eligible for the PP and those who are not. We will share the outcomes with all staff and plan the actions we need to take to close the gaps.
6. We will pay due attention to strategies with proven impact as identified in the “Sutton Trust Toolkit”
7. We will draw on the DfE commissioned NFER report “Supporting the attainment of disadvantaged pupils: articulating success and good practice” (Nov 2015) to build on proven successful strategies.
8. We will build on what we already know works well in the context of our school, as evidenced by significant improvements in attainment, progress and behaviour.
9. As part of the Appraisal process, all staff will have an objective that focuses on improving the performance of PP students and closing the gaps. This will enable us to reinforce the “**Names on, Eyes on, Action on**” approach and keep this agenda high profile. As a consequence of this, all class and subject teachers will know which students are eligible for PP so they can take responsibility for accelerating their progress.
10. We will draw on the experience of successful strategies in other schools, which have been recognized by OFSTED, (The Pupil Premium: How Schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils. September 2012) to allocate funding to activities that are most likely to impact on improving achievement.
11. We will use strategies that benefit all students (“Wave 1”)
12. We will use strategies that benefit under-performing students, including those who are identified as PP (“Wave 2”)
13. We will use strategies specifically targeted at PP students (“Wave 3”)
14. We will provide well-targeted support to improve attendance of PP students as part of our whole school attendance drive.
15. We will ensure that teaching & learning opportunities meet the needs of all students.
16. We will use achievement data frequently to monitor the effectiveness of strategies and make adjustments accordingly.

Provision

The primary foci will be to improve the attendance of PP students and accelerate their progress in Mathematics and English in the first instance in all three schools across the federation.

The range of provision the Governors may consider making for this group could include:

- Intervention / catch-up programmes for identified students
- Extra-Curricular and enrichment activities which help students to engage with learning and build self-confidence and self-esteem
- Increase staff / student ratio to allow for more additional guided work and focused targeted teaching
- Alternative provision, which may involve provision off-site
- Resources for learning
- Access to Counselling
- Anything else that may help students overcome obstacles to learning and / or improve examination outcomes

Monitoring, Evaluation & Reporting

- Data information systems such as SISRA and SIMS will be used to provide summary performance reports for class teachers and middle leaders in a simple and consistent format, at least termly, so issues of underperformance can be easily identified.
- SIMS will be used to provide attendance data, on a weekly basis, to allow for early identification and intervention.
- Middle Leaders and class teachers will monitor the gaps in performance between different groups on a half-termly basis so that they can intervene quickly.
- Disadvantaged students will be a focus of Federation SLT meetings on a monthly basis.
- The Head of School, at all three schools, in discussion with Faculty Heads/Subject Leads, will evaluate the impact of PP strategies.
- Once a year the Federation SLT will meet to review provision for the disadvantaged in order to introduce new strategies and eliminate those deemed ineffective.
- The Executive Headteacher, supported by the Assistant Headteacher – Inclusion, will prepare an annual report for governors describing how the funding was allocated and the progress towards narrowing the gap for disadvantaged students.
- The Executive Headteacher, supported by the Assistant Headteacher - Inclusion, will provide an annual statement outlining how PP funding has been used and this will be made available on the school website.
- The Governors will monitor and evaluate the impact of any actions or interventions taken to address differential standards of achievement or rates of progress between Pupil Premium and Non-Pupil Premium students.
- Governors will also monitor and evaluate the impact of the specific funding stream for Pupil Premium across the Federation.