

PRINCIPLES

We aim to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose ;
- Set out how the school will make decisions on pupil premium spending;
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school;
- ensure that every young person eligible benefits directly from this additional funding and is in no way disadvantaged when compared to their wealthier peers;
- ensure that there is transparency, through our reporting mechanism, to demonstrate how and why this funding has been spent;
- ensure that parents of disadvantaged children understand they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference;
- use the pupil premium grant to support pupil premium students during the Covid-19 pandemic and ensure they have equal access to learning materials relative to their peers.

Date of Review	August 2021			
Reviewed by	Faye Mulholland Deputy Head			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	

1. PRACTICE

- 1.1 This policy is based on the pupil premium conditions of grant guidance (2021-2022), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.
- 1.2 In addition, this policy refers to the DfE's information on what academies should publish online.
- 1.3 The school's practice seeks to comply with the DfE's recommendations where practical and considered in the best interest of the individual. The school reviews this policy annually following the publication of examination outcomes; the gathering of the views of teachers and students; the analyses of behaviour, attendance and destinations data as it become available. This information is used to assess the impact of individual initiatives and devise a new spending plan.

2. PURPOSE OF THE GRANT

- 2.1 The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- 2.2 The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- 2.3 We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

3. PROVISION AND USE OF THE GRANT

- 3.1 The range of provision the Governors and school leaders may consider making for this group of learners may include:
 - 3.1.1 providing small group work with an experienced teacher focused on overcoming gaps in learning;
 - 3.1.2 one to one support with a tutor or suitable qualified member of teaching staff or learning support assistant;
 - 3.1.3 additional teaching, learning and social development opportunities provided through Teaching Assistants and external agencies;
 - 3.1.4 discrete literacy lessons with a specialist teacher;
 - 3.1.5 provision to work with experienced professionals to improve behavior in lessons;
 - 3.1.6 offsite provision to assist with engagement and attitude to education where that is felt to be most beneficial by parents and by the school;
 - 3.1.7 use of the accelerated reader programme;
 - 3.1.8 reducing class sizes, thus improving opportunities for effective teaching;
 - 3.1.9 ensuring parental engagement is at the forefront of this programme through the use of strategies including the roll-out of SIMS Parent and Show My Homework;
 - 3.1.10 additional weekend and holiday time learning sessions;
 - 3.1.11 access to school based Counsellors, for example for support with their mental health;
 - 3.1.12 access and support of LSAs for homework club in a specialised space;

- 3.1.13 financial support with equipment purchases, residential and daily trips, Music and other specialist tuition;
 - 3.1.14 enrolment on the school's 'Resilience' programme;
 - 3.1.15 provision of an after school 'homework club' for students who might not have the resources or space to complete this outside of school; and
 - 3.1.16 subject-based intervention sessions after school, at weekends and during holidays to target students who have fallen behind in the curriculum.
- 3.2 The precise allocation of the funds will be outlined annually in the Pupil Premium Spending Plan. This will be published on the school's website and will be reviewed annually in line with the DFE's requirements.
 - 3.3 All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations.
 - 3.4 Provision will not be aimed specifically at children with an Education Health Care Plan (E) or who are identified as requiring additional support (K).

4. REPORTING

- 4.1 It will be the responsibility of the Deputy Head in charge of assessment to produce annual reports for the Governors on:
 - 4.1.1 the progress made towards narrowing the gap for socially disadvantaged students;
 - 4.1.2 an outline of the provision that was made since the last meeting; and
 - 4.1.3 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.
- 4.2 The Chair of the Resources' Committee will receive updates in relation to budgeting for this cohort of students.
- 4.3 The Governors of the school 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 gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

5. MEASURING IMPACT

- 5.1 The school will measure the impact of the Pupil Premium spending by:
 - 5.1.1 tracking the progress of Pupil Premium students on a termly basis at both KS3 and KS4 and intervening when necessary;
 - 5.1.2 assessing the success of students at the end of Key Stage 4 relative to their target grades and against threshold measures such as 5+ grades 4-9 including English and Mathematics, EBacc and expected progress in English, Mathematics and Science;
 - 5.1.3 assessing the impact on academic success of the SEND team.

6. ELIGIBLE PUPILS

6.1 The pupil premium is allocated to the school based on the number of eligible pupils in Year 7 – 11. Eligible pupils fall into the categories explained below.

6.2 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent October census. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

6.3 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

6.4 Post-looked after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

6.5 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. ROLES AND RESPONSIBILITIES

7.1 The member of the leadership team with responsibility for assessment is responsible for:

7.1.1 Keeping this policy up to date, and ensuring that it is implemented across the school;

7.1.2 Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged students ;

7.1.3 Planning pupil premium spending and keeping this under review, using an evidence-based approach ;

7.1.4 Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding; and

7.1.5 Reporting on the impact of pupil premium spending to the governing body.

7.2 GOVERNORS

The governing board is responsible for:

- 7.2.1 Holding the headteacher to account for the implementation of this policy;
- 7.2.2 Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant;
- 7.2.3 Monitoring the progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding;
- 7.2.4 Monitoring whether the school is ensuring value for money in its use of the pupil premium;
- 7.2.5 Challenging the headteacher to use the pupil premium in the most effective way; and
- 7.2.6 Setting the school's ethos and values around supporting disadvantaged members of the school community.

7.3 OTHER SCHOOL STAFF

All school staff are responsible for:

- 7.3.1 Implementing this policy on a day-to-day basis;
- 7.3.2 Setting high expectations for all students, including those eligible for the pupil premium;
- 7.3.3 Identifying students whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team; and
- 7.3.4 Sharing insights into effective practice with other school staff.