



Parrs Wood High School

effective from 1st September 2018

(This policy supersedes all previous performance management policies
adopted by or in use by the Governing Body)

Approval History

Approved By:	Date of Approval	Version Approved	Comments
LGB	September 2016	1	
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Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
Nov 17	September 2016	1		y	BMG
Nov 18	Nov 17	2	No real changes		MD

PUPIL PREMIUM POLICY

1. Context

In the financial year 2018-19 we will receive £510,510 of Pupil Premium funding to support a cohort of students that represents approximately 34% of the student population. The Department for Education has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' However, we are accountable for the use of this additional funding. 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'). 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 and schools are now allocated £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11. Except where children are previously looked after children (post-LAC) or children of service personnel. Post - LAC are children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order. The Pupil Premium grant awarded per post – LAC is £2,300. Children of service personnel receive a lower amount of £300.

The service premium gives schools extra funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:

1. One of their parents is serving in the regular armed forces
2. One of their parents served in the regular armed forces in the last 3 years
3. 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 Scheme (WPS)

The service premium is paid to schools as they are best placed to identify eligible pupils and assess what additional provision they need. Schools are responsible for using the service premium funding effectively.

For Looked-after children (Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority) the DfE will allocate to Virtual Schools a provisional amount of £2,300 per child looked after. DfE will update and finalise this allocation in December 2018 based on the number of children looked after for at least one day during the year ending March 2018, as recorded in the March 2018 children looked-after data return.

2. 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 pupils 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 pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. On the school website, we will 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 pupils at the school in respect of whom grant funding was allocated.

3. 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.
- Use proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- 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 FSM 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 FSM. 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 FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that Pupil Premium pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these 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 with proven evidence of impact to assist our pupils who need additional support in a time limited way.

- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

4. PROVISION

The range of provision may include:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative curriculum support and intervention
- Raising aspirations; careers advice and guidance
- Trips and educational visits

Full details of Pupil Premium support strategies used in school can be found in our Pupil Premium Plan 2019, which is available on our school's website.

Use of the Looked –after Children Pupil Premium

The LAC premium is managed by the designated Virtual School Head Teacher in the local authority that looks after the child. Each term school (Designated Teacher for LAC), the child and other professionals meet to discuss, review and set actions to ensure that the personal educational needs of the Looked after child are being met and how the child will benefit from pupil premium funding. The Virtual Schools then quality assure the personal educational plan (PEP) and release the LAC PP funding as appropriate. In school the Designated Teachers for LAC are Michelle Dean and Angela Lowe.

Use of the Previously Looked After Children Pupil Premium

The Designated Teacher is required to satisfy themselves that the child is eligible for support by asking the child's parents for evidence of their previously looked-after status. For children adopted outside England and Wales, the child must have been looked after by a public authority, a religious organisation or other provider of care whose sole purpose is to benefit society. Where parents are unable to provide clear evidence of their child's status, designated teachers will need to use their discretion. In such circumstances, the designated teacher would discuss eligibility with the Virtual School Head (VSH) to agree a consistent approach.

Unlike Looked after children the Pupil Premium funding (PP+) for previously looked after is managed by school. PP+ is not a personal budget for individual students and we will manage their PP+ allocation for the benefit of our cohort of Post Looked-after Children according to student's needs. The Designated Teacher will play a key part in decisions on how the PP+ is used to support previously looked-after children; and help raise previously looked-after children's parents' and guardians' awareness of the PP+ this includes encouraging parents of eligible previously looked-after children to tell the school if their child is eligible to attract PP+ funding; encourage parents and guardians' involvement in deciding how the PP+ is used to support their child and be the main contact for queries about its use. The PP+ can be used to facilitate a wide range of educational support for previously looked-after children. However it is important that interventions supported by PP+ will be evidence based and in the best interests of the child.

5. DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2012, 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 pupils who are disabled and those who have special educational needs.

6. LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team. This policy also so links to the PP plan and impact statement which are located on the school website.

7. 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 pupils.

The Head and Senior Leadership Team

The Head Teacher and Senior Leadership Team are responsible for implementing this policy with a named Senior Leader (Michelle Dean, Assistant Head) having the immediate overview. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and 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 pupils 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.

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.

Our governing body will, 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.

7. 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.

8. Links to other policies/plans