



**St Edward's  
School**

Unity - Achievement - Faith

# Pupil Premium Policy

**Due to be Reviewed and Approved by Personal Development, Behaviour and Attitudes Committee**

**On: 28<sup>th</sup> November 2019**

**Due to be Reviewed and Ratified at the St Edward's FGB**

**On: 12 December 2019**

**Next review date: Autumn 2020**

**SLT are responsible for oversight of this policy's implementation**

## **Aims**

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which students are eligible
- 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

## **Legislation and guidance**

This policy is based on the pupil premium conditions of grant guidance (2017-18), 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. 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.

Through this policy we shall publish the necessary information required by the above legislation. 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.

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 students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students 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 2015, 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.

## **Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students with parents in the armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

## **Eligible students**

The pupil premium is allocated to the school based on the number of eligible students in Years 7 to 11. Eligible students fall into the categories explained below.

### Ever 6 free school meals

Students recorded in the most recent January 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 students first known to be eligible for free school meals in the most recent January census.

It does not include students who received universal infant free school meals but would not have otherwise received free lunches.

### Looked after children

Students who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### Post-looked after children

Students recorded in the most recent January census and alternative provision 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.

### Ever 6 service children

Students:

- 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 January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

The table below represents the Pupil Premium allocation throughout the school at all key stages for this academic year:

<b>Disadvantaged students</b>	<b>Pupil Premium per pupil</b>
Students in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£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
Service children	£300
Students in Year Groups 7 to 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

## **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 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.

- the spending of the grant will be aimed at where the need is greatest. In line with government guidance it will not be tied to individual disadvantaged students but rather will be spent on strategies that will benefit the whole disadvantaged cohort.
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students. We will use research such as The Sutton Trust - Education Endowment Foundation, to inform our decisions
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents/carers, 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/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/carers play in the lives of their children.
- continue to have high aspirations for all disadvantaged students both in terms of their academic progress and future career paths.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Mentoring and coaching of students
- Providing extra tuition of intervention support where needed (for example, ahead of GCSEs)
- Support with funding for educational trips and visits
- Monitoring and support with attendance issues
- Careers guidance and support
- Support with pastoral issues.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

## **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.

### **THE HEAD AND THE SCHOOL LEADERSHIP TEAM**

The SLT are responsible for implementing this policy, and there will be a named member of the SLT who will specifically oversee the progress of disadvantaged students as part of their wider responsibilities.

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 students' progress and attainment.

Through performance management arrangements, they will make sure that 'narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the SLT to include the following information in the termly monitoring and evaluation report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- 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

The School Business Manager, will monitor the use of the Pupil Premium on a monthly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

## **TEACHING AND SUPPORT STAFF**

Through classroom teaching and additional support strategies, teaching and support staff will:

- Have knowledge of who the disadvantaged students are in their classes.
- 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 which enable students 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 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.
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.
- Evaluate the impact of Pupil Premium spend within their area of responsibility

## **GOVERNING BODY**

The 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. In line with this there will be a named Governor who will oversee the implementation of this policy within the school.

The Governing Body will at least termly, keep the work of 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 via monitoring visits.

At the end of the academic year, 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.

## **MONITORING AND REVIEWING THE POLICY**

Planned 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 adjustments to be made if particular strategies are not working well, rather than leaving things to the end of the year.

The 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 ongoing evaluations of the strategies we are using.

## **DISSEMINATING THE POLICY**

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- as a summary in the school brochure

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

## **CONCERNS PROCEDURE**

Any concerns regarding this policy can be made via the Headteacher in the first instance. If concerns are not resolved, the matter can be raised through the governors' complaints procedure.

**Member of SLT responsible for oversight of the implementation and review of this policy:**  
**Mr D Hurley**