



Lightwoods School

Policy Library

TITLE:

Pupil Premium Policy

L180

Pupil Premium

The DfE 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.

Rationale

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**'). Funding is also allocated to schools for pupils who are in the care of the local authority or who has left the LA care for the following reasons: adoption, special guardianship order, a child arrangement order, or a residence order.

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 also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

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.

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 pupils at the school in respect of whom grant funding was allocated*'. Through this policy, and **related documents** (attached to this policy), we shall publish the above information. 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.

How we will make decisions regarding the use of the Pupil Premium

Pupils gaps identified by all and parent input.

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, by identifying the needs of pupils in receipt of PP funding and by providing the best available provision and intervention, in conjunction with parents.
- Recognise that the Direct Schools Grant (**DSG**) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- 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 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 FSM 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, including the most able pupils, and those with SEND.
- 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.

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. Some of these pupils, especially **minority ethnic**, those for whom **English as an additional language**, those with Special **Educational Needs** and **pupils 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 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 pupils who are disabled and those who have special educational needs.

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 about our responsibilities under the **Equality Act 2010** 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, SEND and anti-bullying policies**, as well as **minutes** of meetings involving **governors, the whole staff, and the Headship Team**, as appropriate.

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 Headship Team

The **Headship Team** are responsible for ensuring that this policy is implemented. 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 **Appraisal** arrangements, they will make sure narrowing the gaps is a **priority area** of focus for the school.

It will be the responsibility of the **Headship Team** to include the following information in an **annual report for Governors**:

- **the progress made towards narrowing the gap**, by year group, for disadvantaged pupils;
- Impact of activities - an **outline of the provision** that has been made since the last annual report, and the impact of such provision;

- an **evaluation of the cost effectiveness**, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The **Headship** will **monitor** the use of the Pupil Premium on a **termly** 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 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.

We will 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 pupils and narrow the gaps.

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 and are responsible for ensuring the **implementation** of this policy.

Our governing body will keep our work in **narrowing the gaps under review termly** 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.

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. 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. Our annual review will involve staff, pupils, governors and parents and carers.

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)
- as a separate document for staff, and as part of induction for **new staff**
- in the **termly newsletters** for **parents and carers**.
- as a summary in the school **prospectus**.

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

Use of the pupil premium in our school and impact

A separate spreadsheet outlines our **annual Pupil Premium funding plan**, and the **impact** of our work towards narrowing the attainment gap.

We are committed to **equal opportunities** for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.