

Presdales School



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Pupil Premium Policy

Background

Research shows that students from a disadvantaged background underachieve compared to their peers. The Pupil Premium is government funding which was introduced in April 2011 to target this inequality. The amount of government funding allocated to the school is derived from the number of students eligible for Free School Meals (FSM), or who have been eligible in the last six years (Ever 6), Looked After Children (CLA), 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 (also referred to as previously looked after, or PostLAC), and children with a parent currently serving in the armed forces. The service premium is designed to address the emotional and social well-being of these students.

Since April 2014 children who are looked after or previously looked after have attracted a higher rate of funding – the Pupil Premium Plus – than children from low-income families to reflect the unique challenges they face, often struggling to keep up with the attainment and progress of their peers at school.

Aims

The Pupil Premium is additional to main school funding and this school will ensure that funding reaches the students who need it most.

It will be used to raise the achievement of disadvantaged students and diminish the difference between the results that disadvantaged children achieve and those of their peers. It will be used to address inequalities and ensure disadvantaged students enjoy access to the experiences and benefits of belonging in an educational community, including personal pastoral care, extra-curricular activities and careers advice and support.

Roles & responsibilities

- The Governing Body will be accountable for how the additional funding has been used to support the achievement of those students covered by the Pupil Premium and the head teacher/ designated senior leader will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- The Governing Body link governor will meet with the designated senior leader each term to review the progress, impact and strategies for the use of the Pupil Premium funding and feed back to the governing body as appropriate.
- A designated senior leader will have a clear overview of how the funding is being allocated, and the difference it is making to the outcomes for the disadvantaged students.
- The designated senior leader will ensure that Heads of Department and subject teachers know which students are disadvantaged so that they can take responsibility for their progress.
- Middle leaders are responsible for leading their area in strategies to diminish the differences in performance of disadvantaged students.
- All members of staff are responsible for knowing which students in their classes are disadvantaged via information on SIMS and the T:drive. All teaching staff are responsible for implementing strategies to accelerate the progress of disadvantaged students.
- Each September, we will publish on the school website information about how we have used the Pupil Premium Grant, the achievement of disadvantaged students (without identifying individuals), and how we are proposing to use the funding for the year ahead.

Strategies

- Pupil Premium is separately ring-fenced within the budget to ensure that funding is always spent on the target group of students.

- The school recognises that the vast majority of students' progress comes as a result of good teaching and learning on a day-to-day basis and will ensure that all day-to-day teaching meets the needs of the learner.
- Lesson observations will include a focus on the progress of disadvantaged students (where present) and work scrutinies will always include the work of disadvantaged students in their sample.
- The school's data (e.g. baseline data and Tracking Points throughout the academic year) will be used to identify wherever students, of all years, are underachieving across the curriculum, and particularly in English and Mathematics, and assess what additional provision should be made for the individual students. The data for the disadvantaged group will be compared with the data of the non-disadvantaged peer group.
- Departmental evaluations of student performance highlight the performance of the disadvantaged group and the departmental strategies to support students in accelerating progress.
- Support will be given to ensure disadvantaged students have full access to broad educational experiences, such as residential visits, musical enrichment, competing in sporting events.
- Disadvantaged students will receive careers advice and experiences to help them make informed decisions about their courses and choices and prepare them for future life.
- Support will be targeted to improve attendance, links with families, or behaviour where these are barriers to a student's learning.
- Provision for homework supervision will be made to support students in developing their organisational skills and independent learning.
- The use of the Pupil Premium funding will be monitored and evaluated to review the success of the impact of the funding. DfE guidance and research evidence (such as from the Education Endowment Foundation and Ofsted) and evidence from the students' experience and progress will be used to allocate funding to activities most likely to have an impact on improving achievement.

We will continue to develop strategies and interventions which can improve the progress and attainment of the changing cohort and circumstances of disadvantaged students.