



## **NEWLAND SCHOOL FOR GIRLS**

# **PUPIL PREMIUM POLICY**

|                       |              |
|-----------------------|--------------|
| Re- Draft             | October 2015 |
| Approved by Governors | October 2015 |
| Review                | October 2016 |

Proposed changes to the policy include:

A statement outlining our vision, reference to Pupil Premium students with the new terminology “disadvantaged students,” and examples of ways we spend the funding in 2015-16.



## **OUR VISION**

To ensure through an unwavering commitment, we close the gap for disadvantaged students, so that Pupil Premium students achieve irrespective of background and exceed their potential in all aspects of their education. Furthermore, the Pupil Premium funding is used to provide a well-integrated package of support to every disadvantaged student to develop skills and personal qualities to ensure disadvantaged girls have character, are ambitious, thoughtful and caring and are well equipped for life outside / after school.

## **Policy for Effective Pupil Premium Spending**

### **Background**

The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Pupil Premium/Ever 6 Pupils). The grant per eligible pupil is now £935 for the financial years 2014-15 and 2015-16. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision: for an unwavering commitment to closing the gap for disadvantaged students and ensuring overall packages of support are well integrated to ensure progress, improved attendance and development of the skills and personal qualities to promote character.

### **Principles:**

- The Assistant Head Teacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support)
- We will ensure that teaching and learning opportunities meet the needs of all students, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- We will ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed



- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We recognise that not all students who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- Pupil Premium funding will be allocated to those students who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving students to more than expected levels of progress, across all subjects recognising the importance of Progress 8, but even further where they have the potential to achieve 5Levels progress of more.
- We will also use Pupil Premium in areas where eligible students show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- All staff will encourage and implement the series of interventions below, in the best interests of the disadvantaged pupils receiving Pupil Premium, and shall be disciplined if they are found not doing so
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN students will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (eg SIMS, SISRA, WLT and RAG meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, students and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes



## Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation; Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

| Group  | Examples   |
|--|--|
| 1) Family Engagement                               | <ul style="list-style-type: none"> <li>• Free toast – every year group receives 1 slice of toast P1 every day</li> <li>• Family Liaison Officer (FLO)</li> </ul>   |
| 2) Attendance                                      | <ul style="list-style-type: none"> <li>• Family Liaison Officer (FLO)</li> <li>• Attendance Office</li> <li>• Pastoral Mentors for each year group</li> <li>• Pupil Premium Mentor</li> </ul>  |
| 3) Engagement in Learning and widening experiences | <ul style="list-style-type: none"> <li>• Educational visits, including residential trips and links to careers (pro rata contribution to the overall cost)</li> <li>• Visitors (e.g. revision coaches, motivation speakers)</li> <li>• Lifestyle initiatives (eg Skip 2 Be Fit, Listen Up Project)</li> <li>• Extra-curricular Provision (eg horse-riding, motor vehicles, First Aid – pro-rata funded)</li> <li>• Transport home for catch up classes / revision clubs</li> </ul>  |
| 4) Accelerated Progress                            | <ul style="list-style-type: none"> <li>• After school lessons for intervention and acceleration opportunities</li> <li>• Providing small group work with an experienced teacher focused on overcoming gaps in learning</li> <li>• 1-2-1 tuition</li> <li>• Additional staffing in specific targeted year groups</li> <li>• Additional group teaching and learning opportunities provided by trained TAs or external agencies</li> <li>• Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use (eg Loan a Laptop)</li> <li>• Staff CPD for outstanding teaching and high-impact</li> </ul> |



|                         |  |
|-------------------------|--|
|                         | <p>interventions (eg feedback, questioning, conferencing, metacognitive activities)</p> <ul style="list-style-type: none"> <li>• Assertive Mentoring (and associated CPD)</li> </ul>   |
| 5) Students as enablers | <ul style="list-style-type: none"> <li>• Monitor and mentor opportunities for PP students to hold positions of responsibility (e.g. office assistants, Reader Leader, House positions of responsibility, Tour Guides, Peer Mentors, Toast Divas etc.)</li> </ul> |

## Reporting

It will be the responsibility of the Assistant Headteacher to present termly Pupil Premium reports to the Governing Body, including the following:

- An account of the progress made towards closing the gap for socially disadvantaged students (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been made since the last meeting;
- 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 (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged students, and what the impact has been. Publication will include posting the statement on the school website.

## Appeal

Any appeals against this policy will be through the school's complaints procedure.

## Review

This policy will be reviewed annually in the light of any statutory or advisory changes (e.g. Ofsted Reports)

Updated: 23/10/2015

