



Penketh
High School



PENKETH HIGH SCHOOL

Policy: Pupil Premium

Policy owned by	J Thompson
Date Approved by Local Governing Body	July 2019
Signature of Chair to Local Governing Body	S Pennington
Signature of Academy Principal	J Carlin
Date of Next Review	July 2020



Pupil Premium Policy

1. Aims & 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'). 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.

2. Our Philosophy

Penketh High School is dedicated to using the Pupil Premium grant to remove the barriers to learning and development that deprivation might cause, including but not limited to those barriers which hinder academic progress and those which bring social, cultural and practical disadvantages. It is our aim to close the attainment gaps between those students who are eligible for Pupil Premium funding and the rest of our school's cohort, so that they achieve their potential and do not fall behind their peers.

3. The Pupil Premium: Context and Financial Information

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 close the achievement gaps of our pupils.

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'*.

We shall publish the above information on the 'Information' section of our school website. 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.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and in April 2013 was further increased to £935 per eligible pupil. Children of service personnel initially received a lower amount of £250, which has now been increased to £300.

The DfE has given all schools the freedom to use the Pupil Premium as they see fit, based upon their knowledge of their pupils' 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.

In terms of academic years, in 2016-2017 we received £267,400 and in 2017-18 we received £269,575. In 2018-2019 we received £257,015 and in 2019-20 we expect to receive £249,778.

4. Objectives:

As a school we are committed to ensuring there is a clear focus on the progress individual pupils make in each lesson, and in particular the progress of those students supported by 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 primarily 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 pupils.
- Use the latest evidence based research¹ on proven strategies which work to close 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.
- 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.

¹ Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we have consulted.

- Recognise the fact that FSM pupils are not a 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 close 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.

5. Responsibilities

We expect all members of our school community, particularly staff and governors, to be committed to raising standards and closing the attainment gaps for our pupils.

The Principal and Extended Senior Leadership Team (ELT)

The Principal and ELT lead with specific responsibility for Pupil Premium funding are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in the closing 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 and line management, they will make sure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Principal to include the following information in the termly report to Governors:

- the progress made towards closing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last report
- 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 ELT lead with responsibility for Pupil Premium has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. They have expert and informed knowledge of evidence based research of 'what works' and 'how' this works in closing the gaps. They know how to customise this research to fit the needs of our pupils and school context.

The ELT lead with responsibility for Pupil Premium 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 with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enables 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 closed 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 closing 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 close 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 closing the gaps is implemented.

The Principal is responsible for ensuring the affective implementation of this policy but will update the Curriculum and Progress Committee during the termly meeting.

Our governing body will keep our work in closing 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.

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 closing the gaps in our school and the impact this has had.

6. KEY CONTACTS

ELT lead with Responsibility for Pupil Premium

Governor, Chair of Curriculum and Progress Committee

Date of Approval by Governors: July 2019

Next Review Date: July 2020