

THE GATEWAY FEDERATION **PUPIL PREMIUM POLICY 2015**

We aim to ensure that every child leaves the Gateway Federation excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims. The Dof E has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. However, we are accountable for the use of this additional funding.

THE PUPIL PREMIUM

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.

There are three categories of children that qualify for pupil premium:

Children who are eligible for free school meals (FSM)

Looked after children

Armed forces children

The Pupil Premium was initially introduced in April 2011. Each pupil in receipt of pupil premium receives £1320 per child or £1900 if the child is looked after.

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 some of 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 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.

PRINCIPLES

We will ensure that teaching and learning opportunities meet the needs of all pupils.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups.

This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

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 solely 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 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.
- 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.
- 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.

*** Such as The Sutton Trust Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> **which is regularly updated.**

The two Ofsted reports – “Pupil Premium”, 20th September 2012,

http://www.ofsted.gov.uk/resources/pupil_premium_and_the_latest_11th_February_2013, and

“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 use.

PROVISION

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Providing Reading Recovery
- 1-1 support

- The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths;
- In addition, the school recognises that the wider curriculum supports and enriches children’s development in communication, English and maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities;
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum
- All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made good levels of progress from Key Stage 1 to Key Stage 2. Pupil premium resources may also be used to target able children on FSM to achieve above ARE.

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. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the “protected characteristics” of the Equality Act. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2012, 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.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and antibullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

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 Head and teaching team are responsible for implementing this policy. 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 performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school. It will be the responsibility of the Head to include the following information annually in a report for Governors:

- the progress made towards narrowing 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 SENCO has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence based research of “what works” and “how” this works in narrowing the gaps. She knows how to customise this research to fit the needs of our pupils and school context.

The head, Governors and Business Manager 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 curriculum 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. Chair of Resources Committee and the Chair of Governors are responsible for ensuring the implementation of this policy. Our governing body will at least termly, keep our work in 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. 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 on going evaluations of the strategies. 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).