

DOUBLETREES SCHOOL – PUPIL PREMIUM POLICY 2018-19

A member of The Special Partnership Trust



Introduction

Each year, Doubletrees School receives Pupil Premium funding; this is in addition to main school funding. It is allocated straight to the school and is clearly identifiable in our budget. The premium awarded is in addition to any funding the pupil may receive for their special educational needs. Pupil Premium is awarded for every pupil who:

- is in receipt of a Free School Meal in the current year
- has been in receipt of a Free School Meal in the previous six years (Ever 6 FSM)
- has been looked after by the Local Authority continuously for the past six months (PP+)
- is a child in a Services Family

Context

In 2011, the Pupil Premium was introduced into all schools. This is an amount of money allocated to each school based on the number of learners who are considered to be disadvantaged in some way. With the take-up of Free School Meals (FSM) being regarded as a good indicator of disadvantage, each school receives an allocation per child on FSM.

In 2013-14, this was changed to any pupil who had received a Free School Meal over the previous six years ('Ever 6 FSM') as well as those who have been 'looked after' by the local authority for the last six months, and in addition, children of service families. While the government is not being prescriptive on how this allocation is spent, it has declared that schools are to be held accountable through three main measures:

1. **how the performance of disadvantaged learners compares to their peers as indicated in the national performance tables;**
2. **through the schools Ofsted inspection which from 2013 is specifically required to report on the attainment of particular groups, including those who attract the Pupil Premium;**
3. **the reports to parents schools are required to publish online.**

With the exception of point 3, the publication of information about the Pupil Premium on our website, measures such as these are problematic for schools like Doubletrees.

Firstly, while the level of disadvantage is determined in terms of FSM, it should not be considered that only 'FSM Children' are disadvantaged. Using the government's own definition, learners with special educational needs and/or disability (SEND) are regarded as disadvantaged. Therefore every child at Doubletrees could be regarded as disadvantaged, so it is impossible to compare their progress to 'their peers'.

Secondly, Ofsted's definition of attainment is 'the standard of the learners' work shown by test and examination results and in lessons'. All children at Doubletrees have significant difficulties in learning, and it is unlikely that they will achieve against national standards. As such, progress against these national standards is meaningless.

What is the rationale behind the spending of this allocation?

We believe the benefits provided by the extra funding should be available to all our learners in respect of their educational disadvantage as a direct result of their difficulties in learning. Furthermore,

because of the inappropriateness of using 'attainment' measures to represent progress for our learners, it makes sense that the focus is not upon quantitative measures but rather qualitative ones where the emphasis is upon curriculum enrichment.

However, we also recognise disadvantage is a relative concept as well as an absolute one, and that some learners within Doubletrees School could be considered as more disadvantaged than others. This may be through additional physical or medical needs, or because of their difficulties in social communication. To this end, some children require support over and above that received by others within the school. It should be noted at this point however that the learners identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding. Therefore, the rationale behind the allocation and expenditure of the Pupil Premium funding is as follows:

'The Pupil Premium funding will be used to both enrich the curriculum for all learners at Doubletrees School as well as providing alternative targeted support for those learners who require additional levels of intervention'.

At Doubletrees we have identified that the Pupil Premium spending will be through Curriculum Enrichment and Specific Support in Curriculum/Resources and Personnel.

Child in Care/Looked after Children (LAC) process (Pupil Premium Plus)

In 2014 – 2015 changes were made to the conditions of the grant for the PPP for Looked After Children (LAC). These changes are outlined within the DfE document 'Pupil Premium and the role of the virtual school Head' (March 2014). The PPP for Looked after Children must be managed by a virtual school head in the authority that looks after them. This has statutory force. There is still a strong expectation that virtual schools heads will pass on the PPP funding onto a child's educational setting to be used to meet additional needs set out in his or her PEP. The virtual school head should ensure there are arrangements in place to discuss with the child's educational setting – usually with the designated teacher – how the child will benefit from any PPP funding. In our Local Authority the funding is agreed on a bidding system and to date equates to £600 per pupil who is currently in care.

All schools are required to have a Designated Teacher for Children in Care (CIC) who is a source of expertise about the barriers to teaching and learning which prevent looked after children achieving their potential. The designated teacher also plays an important role as the main link with the Local Authority which looks after the child. This designated teacher additionally has the responsibility of ensuring the targets/outcomes and intended impact of Personal Education Plans (PEPs) and the Personal Education Allowance (PEA) awarded to support these is reported accurately to the County co-ordinator (Virtual Head), parents and social care workers.

Within this important process the Designated Teacher needs to record the expenditure of the Pupil Premium Plus allocation at the meeting with the people invited to attend; this aspect is additionally addressed at the CIC reviews chaired by an independent reviewing officer. The report must detail all discussions in regards to planned expenditure and note the impact of expenditure; additionally the data on the educational progress achieved by the young person needs to be discussed and contained within the minutes of the meeting.

As a result there may be outcomes that do not relate to the planned expenditure of the school; the school budget therefore will reflect any change in planned expenditure if/as required. The quality assurance sheet provided to the school from the LA following all meetings determines the overall judgement awarded to the school in upholding this process and therefore provides further

accountability of the school on the expenditure of Pupil Premium Plus and the impact of this upon such learners.

The Designated teacher for Children in Care at Doubletrees School is: Caroline Rowlandson Headteacher
Designated Governor for Children in Care: Hayley Dorrington
Pupil Premium Governor: Hayley Dorrington

Local Governing Body & Performance Management

The Head of School will formally report on the Pupil Premium at Local Governing body meetings where the impact of provision is further scrutinised during the second half of the autumn term; the Governors of the school have identified one Pupil Premium advocate on the Local Governing body. Additionally during the school's annual Development Day (held with the SLT) Governors alongside the SLT are able to formally examine data / provision associated with the impact of this additional funding upon progress made towards individual targets. Cohorts of learners' progress are additionally examined; these currently fall into three cohorts:

- Progress by CiC/Non CiC (Foundation to KS4)
- Free school meals/Non Free school meals (Foundation to Key Stage 4)
- Pupil Premium/Non Pupil Premium (Foundation to KS4)

Through this scrutiny the LGB is able to provide challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds the school receives and support the rationale behind the allocation of Pupil Premium funding. The LGB of the school will ensure there is an annual statement to parents on how the Pupil Premium funding will be/has been spent; this task will be carried out within the requirements published by the Department for Education and published via the school website. This statement will additionally determine the impact of all Pupil Premium funding ensuring all learners in the school benefit from this (see below).

Performance Management

The Senior Leadership Team has the responsibility for monitoring the core areas of the curriculum; within the Performance Management process there is a distinct focus upon learners progress over time within the data sets held (and the tracking/monitoring of this); This initiative aims to ensure there are regular opportunities to identify interventions to 'close the gap' with any pupil who has been identified as requiring additional support in any of the core areas of the curriculum. Interim performance management reviews are held during the academic year to ensure learners are on their way to meet the progress identified (e.g. – Lower quartile (emerging) → Median (Expected), Median → Upper (Exceeding)) as set out in the SPT progress policy, the Senior Leadership Team has the responsibility for monitoring teacher's progress within the Performance Management process.

Pupil Premium Plans

Schools must have Pupil Premium plans which should be published on the school web-site. These plans have two aims:

- One needs to focus on the previous academic year and show the impact of the use of the Pupil Premium funding allocated to the school. This should focus on how the funding has made a difference to children's progress and attainment.

- A second plan should show what the school is proposing to do with the next academic years funding

It will be the responsibility of the Head of School and CFO to examine the impact of the expenditure of the previous academic years grant. The Head of School and Senior Leadership Team will determine the expenditure for the next academic year examining the impact of previous spending and the rationale already determined for the Pupil Premium Grant; all plans will go to the Local Governing body for their consideration.

Accountability

It is noted that schools with good practice have taken into account the following:

- Know exactly where the PP funding is being spent
- Can demonstrate how and why it is having an impact
- Know what they want to achieve from each of the interventions
- Evaluate progress thoroughly to make sure the interventions are working
- Have well thought-through plans for building on success

Appeal

Any appeals against this policy can be made through the Governors' complaint policy.

Review

This policy will be formally evaluated yearly by the Local Governing Body or if the requirements to the allocation and expenditure of the Pupil Premium grant are changed by the Government.

Policy approved by the Full Governing Body

Date Approved: 26-09-2018

Reviewed: Annually

Responsibility: Headteacher and Local Governing Body