



WELLSWAY
SCHOOL

Pupil Premium Grant Policy

For review by: Vice Principal: Progress

Approved by: SLT

Date of last review: September 2018

Date of next review: September 2020

1. Rationale

- 1.1. The Pupil Premium Grant is designed to tackle the achievement gap between students from low-income families and their peers. After prior attainment, poverty is the single most important factor in predicting a child's future life chances.
- 1.2. The Pupil Premium Grant is additional to main school funding and is designed to address the underlying attainment inequalities between children eligible for free school meals and those from wealthier backgrounds.
- 1.3. The Government allocates money to schools based on the number of students receiving free school meals with a six year date range. The money is not ring fenced but should be used to improve outcomes for those children. There are also allocations for Looked After Children and those adopted from Local Authority Care. A much lower grant is provided for Service Personnel Children.
- 1.4. The Service Pupil Premium (SPP) helps schools to support the unique challenges children with parents in the armed forces can often face. It is designed to assist the school to provide mainly non-educational support (known as pastoral care) to these children. SPP is for children, up to Year 11, of currently serving, regular Service Personnel. It is also for children with a Service parent who has died in service, or has left, including through injury, for up to a maximum of six years. A child must live with their Service parent to be eligible for the SPP. A child where the Service parent is the main carer, even if they are not biologically their child, is also eligible.
- 1.5. Service children change schools much more frequently than their civilian peers. This can generate additional administrative or curriculum demands on schools, particularly if the children have to follow a different curriculum at the new school. In addition, when a Service parent is deployed on operations, children are often in need of additional pastoral support and nurturing at school, which the additional resources can help to provide. The needs of each service child will be considered individually to assess whether SPP can be used to provide additional support to meet these challenges.
- 1.6. All schools are free to spend the Pupil Premium Grant as they see fit, but will be held accountable for how they have used the additional funding by measures in the performance tables.
- 1.7. The decisions the Principal makes on how to use the funding to improve the progress and attainment of the eligible students will be based on guidance provide by educational research as well as our analysis of the specific needs of our school and wider community.
- 1.8. Evidence shows that the most effective schools narrow the achievement gap through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted intervention and enrichment activities.

2. Aims

- 2.1. We will ensure that the funding reaches the groups of students for whom it is intended.
- 2.2. We will ensure that this funding has significant impact on their education and their life chances.
- 2.3. We will ensure that the funding is used to provide targeted support in order to improve progress and attainment for these students.
- 2.4. We will aim to continue to close the gap in achievement between these students and their peers.
- 2.5. We will use the additional funding to address any underlying inequalities between these students and their peers.

3. Procedures

- 3.1. The Pupil Premium Grant will be clearly identifiable within the budget.
- 3.2. The Governors delegate to the Principal the authority to decide how the grant is spent for the benefit of the entitled students.
- 3.3. Funding will be allocated by making use of robust and frequent tracking data.
- 3.4. Funding will be allocated to support individuals where need is identified.
- 3.5. The funding will be used in a way that primarily benefits eligible students, but where benefit is accrued for other students, this will be viewed as a positive advantage.
- 3.6. All teaching colleagues will contribute to the enhancement of educational provision for the eligible students.
- 3.7. All teaching colleagues will have access to accurate data and information that enables them to support the eligible students effectively in lessons, tutor groups, Curriculum Teams and House Teams.
- 3.8. We will continuously track the impact of the strategies put into place through the funding to ensure that we can show that value has been added to the education of the entitled students.
- 3.9. We will continuously seek to improve the quality of the strategies put into place.
- 3.10. We will continuously research developments at both a local and national level, seeking to understand and gain from the most effective practice.

4. Roles and responsibilities

4.1. 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 students.

4.2. The Principal and Senior Leadership Team

- The Principal and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the attainment gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil progress and attainment.

4.3. Teaching and Support Staff will:

- ensure pupil premium students are clearly marked on data rich seating plans,
- mark the books of pupil premium students first,
- include pupil premium students as part of regular, 'no hands up' questioning,
- closely monitor the progress being made by pupil premium students
- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable students 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 attainment gaps can be narrowed and improvements maintained.
- support disadvantaged groups of students 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.
- Promote full involvement in school life through equality of access to participation in all cultural experiences and opportunities.

4.4. 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 students and narrow the gaps.

4.5. AGC

- 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 and monitored effectively. 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.
- The AGC will appoint a Pupil Premium link governor to scrutinise the performance of Pupil Premium students and to hold senior leaders to account.

- At the start of the academic year, our Governors will ensure that there is an annual statement for 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 in the previous academic year.

5. Monitoring, evaluation and review

- 5.1. The Vice Principal (Progress) will report to the AGC on how effective the interventions have been in achieving their aims.
- 5.2. The school will publish data on achievement on its website annually, comparing the outcomes of eligible students with the remainder of the cohort.
- 5.3. The school will publish on its website, details of how the allocated funding has been spent annually, and an evaluation of the impact of the expenditure.
- 5.4. There will be a regular review of the learning experience for students in receipt of PPG within the usual monitoring and evaluation cycle.
- 5.5. The Vice Principal (Progress) monitors and reviews this policy through dialogue with the Union Representatives and seeking the views of teacher to ensure that they agree with and support the policy.