

Policy Review Sheets

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| POLICY NAME | Pupil Premium Policy |
| IN CHARGE: | Andy Dickenson |
| REVIEWED (Date): | June 2017 (LS) |
| PUPILS CONSULTED (Yes or N/A): | N/A |
| HOW: | |
| PARENTS CONSULTED (Yes or N/A): | N/A |
| HOW: | |
| STAFF CONSULTED (Yes or N/A): | Yes |
| HOW: | Leadership Meetings |
| GOVERNORS CONSULTED (Yes or N/A): | Yes |
| HOW: | Governor Committee |
| WHERE IS POLICY ADVERTISED: | Website |
| Notes. | |
| 1. This sheet should be at the front of each policy in the School Handbook | |
| 2. If it is not appropriate to consult with any of the above parties write 'N/A' rather than No. | |

Pupil Premium Policy – Narrowing the Gap for More Vulnerable Students

The Chantry School is committed to raising standards for all students regardless of ability, financial or personal circumstances. 'Diminishing the difference' for vulnerable pupils is a crucial part of our school development and is a key focus in our most recent school development plan.

The Government are currently funding per pupil £935 of Pupil Premium money to help support more vulnerable students, and through Pupil Premium Plus up to £1900 for children who are looked after or adopted from care. This policy explains our process for spending this money and how we track progress relating to this expenditure. We will report this annually on our school website.

The school is committed to using all of its pupil premium money towards:

- **Raising individual achievement for more vulnerable students (95 % of funding)**

This will support individuals identified as 'vulnerable' and 'underachieving'. Vulnerable will be those on the FSM Ever 6 list, LAC.

Underachieving is defined by the school as not making sustained progress in KS3 and towards their target grade/level at Key Stage 4.

As a guide an order of priority for targeting funding will be:

1. Combination of LAC and FSM and underachieving by the definition above
2. LAC or FSM and underachieving by the definition above
3. Combination of LAC and FSM and underachieving to a lesser degree
4. LAC or FSM and underachieving to a lesser degree

Assistant Heads (Pupil Welfare and Pupil Progress) will provide current lists and reports of vulnerable groups and their progress reports to help support bids for funding.

Support for pupils in this category is provided in a range of strategic responses that take account of identified good practice. These are applied in 'waves' where Wave 1 is targeted at whole school approaches, Wave 2 at small groups and Wave 3 at individuals. These are outlined in Appendix 1, although this is not an exhaustive list and new initiatives are always being sought, in line with current research of effective practice.

- **Cases of financial or personal hardship (5% of funding)**

This will support costs towards school equipment, resources, access to school and curriculum and enrichment trips. It is based on those on the Free School Meals (FSM Ever 6) list and Looked After Children (LAC) and children adopted from care. Requests are passed to the AHT (LS) who makes a decision as to whether that request is appropriate. The school will meet the costs of up to 50% of the cost of trips, and 100% of the costs for access to school, equipment and resources. In exceptional circumstances the school will consider exceeding the 50% cost of trips.

Monitoring and Evaluation

It is important that the school has a detailed record of where this money has been spent and what the impact has been on the vulnerable pupils concerned. We aim to identify best practice in our school, as well as use national evidence, and reshape our responses according to success of the strategies used. Colleagues at all levels in the school have a responsibility to monitor pupil progress.

Monitoring is the overall responsibility of AHT (Pupil Progress), supported by AHT (Pupil Welfare), HoDs, Year Heads and the line management process.

- The AHT will, through the line management process, collate on a termly basis each department's Key Performance Indicator sheet. AHT will review the suggested actions for narrowing the gaps in pupil achievement and approve requests from HoDs for intervention projects. AHT will also maintain an overview record of Pupil Premium Outcomes, a version of which is published on the school website. AHT (Pupil Progress) will review progress termly and provide an overview report to the HT at this time.
- Heads of Department to have Pupil Premium Progress as a termly agenda item at Department Meetings. At this meeting an overview of progress should be recorded and departmental and class teacher responses to issues identified should be agreed. Heads of Department are required to report after each assessment cycle on all pupils' achievement in their subject through their 'Key Performance Indicators', which includes specific reference to FSM and LAC learners in each year group. Heads of Department are required to provide interventions for those pupils identified as underachieving at this time. Where appropriate Heads of Department should rearrange setting to ensure that pupils are assigned to intervention groups and regularly reviewed.
- AHT (Pupil Welfare) will meet with all PP pupils to establish targets that will support progress within school. Targets will be shared with staff. Each pupils will be seen by AHT a minimum of 3 times a year. Year Heads will also keep track of Pupil Premium learners across their curriculum with the aim of early identification of underachievement and disengagement indicators, e.g. attendance, behaviour. Year Heads may request intervention directly with AHT where provision gaps are not otherwise being addressed.
- The Headteacher will report plans, expenditure and outcomes to the Curriculum and Performance sub-committee of the Governing Body, who will assist in evaluating provision and allocating appropriate funds.

Subject Teacher Role

We aim to reduce the need for 'intervention' by the provision of 'quality first' teaching. Our professional development programme will be designed to improve teacher's skills so they are highly effective with all learners.

Class teachers are required to identify FSM (Ever 6) and LAC pupils through Mint Class and provide strategies for prevention, and intervention as necessary, in their lesson planning. Assessment marks are monitored by Heads of Department (as above). Class teachers are able to suggest and request interventions via the HoD and Department meeting structure.

Applications for funding will need to go to the relevant senior member of staff in the format stated below. This evidence will be available for Ofsted or any other body assessing the progress of our more vulnerable groups.

Our evidence will be published to staff annually and summarised expenditure will appear on the website as required by the DfE.

The Process

- **For Cases of Financial Hardship**

Written request is received by family



Request goes to Year Head



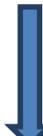
Request can be directly initiated by Year Head rather than the family direct if appropriate.



AHT (LS) checks financial hardship evidence i.e. FSM, LAC then will make decision on level of support or to reject the request .
AHT will need to check PP
Money remaining before approving



Family advised of decision



Details recorded on 'Pupil Premium Tracking System' in SIMS



Finance Officer made aware of any financial concession.



Impact monitored by AHT

- **For Raising Individual Achievement**

In September AHT will meet with each PP pupil and set 3 targets that will support pupil achievement throughout the academic year.

Parents/carers will be notified of agreed targets, staff informed through SIMS

Regular meetings with AHT and PP pupils to track progress

Feedback to parents/carers throughout the year to increase parental involvement

AHT to liaise with staff where progress is not evident

Using the FSM (Ever 6) / LAC list Subject Leaders and class teachers will identify, using tracking data, those pupils that need some intervention.



The Subject leader will apply to the AHT (Pupil Progress)

Including the following information:

- Pupil Name(s)
- Current target grades
- Planned intervention, impact and details of costs.
- Targets following intervention
- The relevant success criteria for the pupil(s)



AHT will make a decision based on the information provided.

AHT will need to check PP funding remaining before making a final decision.
pupil



Subject Leader advised of
The decision and where
approved discusses with
Parents/carers and

if necessary

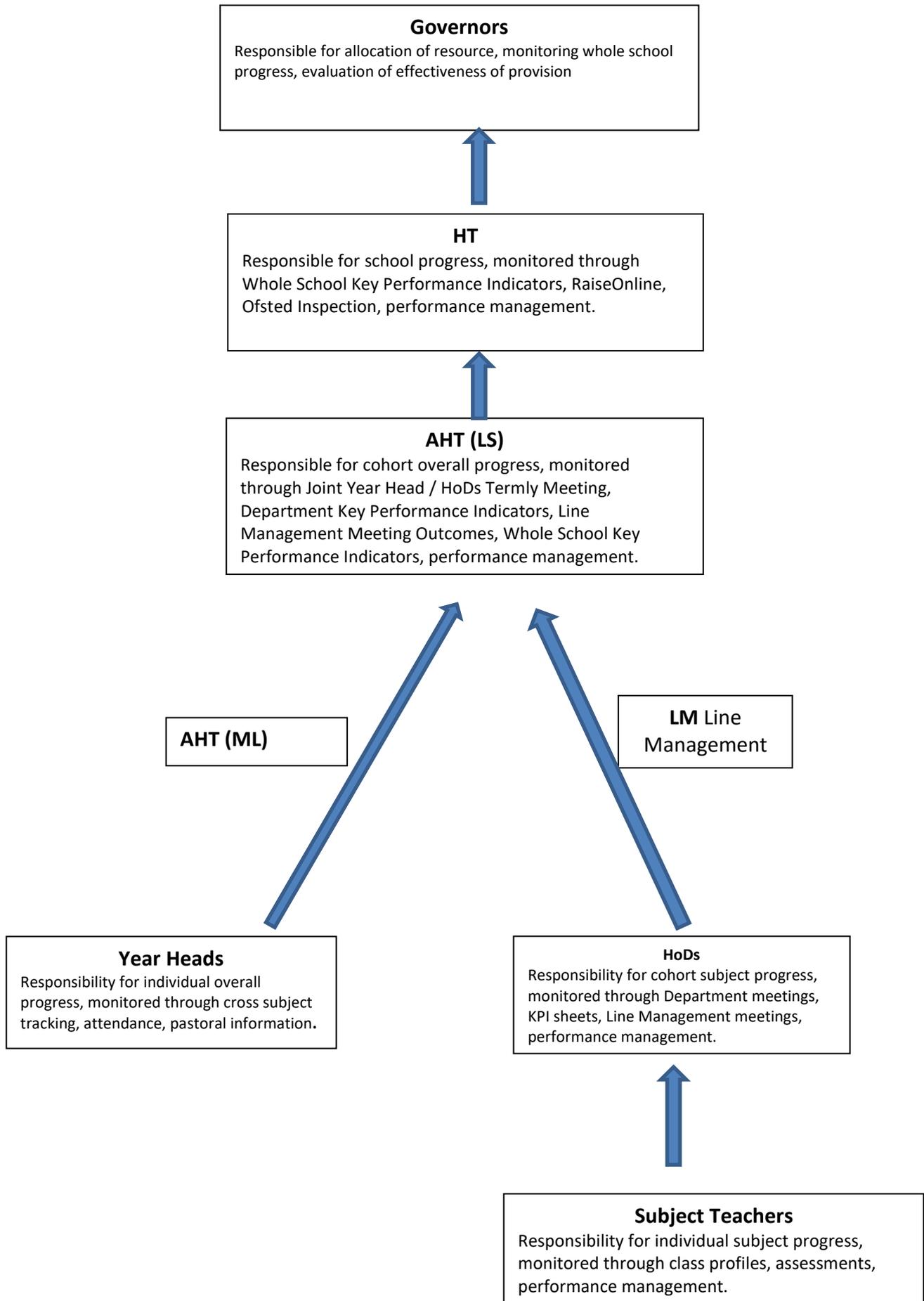


Subject Leader monitors data and records details and impact on 'Pupil Premium Tracking System'

AHT to ensure returns from HoDs

AHT to ensure termly reports on PP pupils to be shared with LT, YHs and PP Governo

Overview of Monitoring Responsibility



Appendix 1

Pupil Premium Intervention 2015-16

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|---|---|--|
| Wave 1- Available to all Additional sets in Maths/ English Support Teachers in lessons (KEB/DC) Year 11 Motivational Day Achievement Fund Stationery/ PE Kit/ DT supplies Fitness Suite PE Leadership Programme Department Positive Report Card Homework Club (lunchtime, after school) Access to clubs / after school extra-curricular activities Hardship Fund | Wave 2- Small Group provision Reading Buddies Peer Mentors Vulnerable Learners lunchtime Provision Achievement Fund Attendance Intervention Subject Group Support Exam Preparation lessons Catch up groups (Lunchtime/ afterschool) Fresh Start Handwriting Social Skills Literacy Precision Teaching | Wave 3- Individual Provision Careers advice (more than 1 interview) Personalised Learning Plan Bespoke Pastoral Team Support Outside agency support Individual interview with AHT Reduced/ adapted timetable Staff Mentor (Year 11) Achievement Fund 1-1 Intervention Peer Mentors Behaviour interventions Parental involvement |
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