

Pupil Premium Policy

CATEGORY:	Policy
CLASSIFICATION:	Strategic
PURPOSE	Policy covering scope and responsibilities for effective use of Pupil Premium funding
Controlled Document Number:	1
Version Number:	2.1
Controlled Document Lead:	Director of Business & Finance
Adopted by Governors on:	22 nd October 2015
Review Date:	10 th May 2017
Next review date:	May 2018
Distribution:	
<ul style="list-style-type: none"> • Essential Reading for: • Information for: 	<p>All Governors /Managers / teaching staff / All Employees</p> <p>Parents</p>

Pupil Premium Policy Statement

The Pupil Premium is additional funding given to us so that we can support the disadvantaged students at Bridgnorth Endowed School and close the attainment gap between them and their peers. To ensure this happens we include approaches, strategies and evidence to help us address current inequalities and to effectively raise the attainment of our students who come from disadvantaged families.

This document explains how we spend our Pupil Premium Funding. The Policy should be read alongside the Pupil Premium analysis of spend, which is available on the school website.

Aims and Objectives

We will ensure that there will be:

- Early intervention and support for Pupil Premium students
- An environment where the vast majority of Pupil Premium students will meet their individual targets
- Effective parental student school support, including effective transition
- An effective system for identifying, assessing and monitoring students
- A whole-school approach where all staff know these students
- A positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners

1. Scope

The Pupil Premium is additional funding given to us so that we can support the disadvantaged students at Bridgnorth Endowed School and close the attainment gap between them and their peers. For children entitled to free school meals, children in care, children of parents in the armed forces, the school receives the pupil premium. For 2016/17, this will be £935 for pupils on free school meals (or who have been in the last 6 years - Ever 6), £250 for children of parents in the armed forces, and £1900 for looked after if they have been looked after for 1 day or more, was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order).

2. Responsibilities

- It is the responsibility of every member of staff to know the Pupil Premium students and be aware of their progress in the given curriculum area.
- Director of Learning Support is responsible for the overview of Pupil Premium students.
- Senior and Middle Leaders including heads of core subjects, heads of school, tutors and learning mentors have a key role in ensuring tracking and support for students.

3. Implementation

3.1 Securing Success For All Young People

When students enter Bridgnorth Endowed School we ensure we know and understand the starting points for their academic progress. We gain valuable Key Stage 2 information from their Primary Schools and additionally we carry out several important baseline assessments.

The pupil premium will be spent on ensuring that all students are making progress in the key skills needed to succeed at Bridgnorth Endowed School and ensure they are properly prepared for the next stage of their education.

The most important skills are;

- Reading
- Writing (including spelling)
- Use of Number
- Metacognition and self-regulation

Without these skills students will not reach their potential.

Where it is felt that students need additional support either in literacy and numeracy, or in social and emotional health needs, intervention is provided that is additional to that provided by the classroom teacher and tutors. Key staff meet fortnightly to monitor the success of these interventions and to target any student that may require further support throughout the year.

Key staff monitor attendance and behaviour data as well as progress of students to recognise and act on any need that may arise within a school year. A learning mentor also supports the students in recognizing their ambitions and how to achieve them, arranging experiences and also feeding in to the intervention programme to help secure grade that are required.

Students undergo both cognition and literacy testing in year 7, which will help to inform interventions and these baseline will continue to be monitored regularly.

3.2 Supporting students Well-Being and Behaviour

For many students becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff such as **Learning Mentors** will help students overcome their particular barriers to learning. There are many students who do rely on this to succeed at school and without this personal approach will become disengaged from school, therefore the role of the form tutor is critical. This mentoring will mean supporting students, emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping students to raise their aspirations. Therefore some funding will be targeted at helping students identify future opportunities e.g. opening their eyes to the possibilities of further and higher education e.g. a skills festival, business mentors, Army visits and personalised work placements.

3.3 Ensuring Equality of Access to the Curriculum

A key aspect of our ethos at Bridgnorth Endowed School is our belief that we need to develop memorable learning experiences expecting them to 'be the best they can be'. This includes curriculum activities, trips and visits. We also believe that all students benefit greatly from a residential experience.

Our enrichment programme is extensive and inclusive. The pupil premium finding will be used to support pupils whose families are on low incomes to access *any activity that is recognised to enrich a students' learning and educational experience*.

A key part of our mission statement focuses on developing the talents of the students. We believe that talents such as sport, music, dance and drama will only develop into a lifelong passion by providing a high quality extended curriculum. The pupil premium will also help **all** students' access this curriculum and help students discover their talents and develop confidence and self- esteem.

3.4 Supporting Parents

Providing support and encouragement for young people is never easy. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress can impact greatly on their success at school. We want to provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help their son or daughter to succeed at school and at home. All personalized and extra-curricular activities are advertised on the school's Virtual Learning Environment (VLE) – FROG and through direct communications to parents via texts and emails.

4. Monitoring & Review

- Director of Learning Support will ensure that there is data available to the Performance & Standards Committee, which demonstrates the progress that is being made by Pupil Premium students.
- Half termly meetings of the extended leadership team will take place to interrogate data and ensure that intervention strategies are put into place for students who are not making expected progress.
- All teachers have a key role in ensuring that students make progress.
- Learning Mentors update the Director of Learning Support of the progress that is being made by the Pupil Premium students who are in their 'Case Load'. They produce a case study to 'tell their story'.
- This policy will be reviewed annually by the Governors Compliance & Risk Committee.

5. Reporting

It will be the responsibility of the *Director of Learning Support* and Director of Business & Finance, to produce a termly report for the Governing Body as an attachment to the Headteacher's Report, to include:

- The progress made towards closing the gap, by year group for Pupil Premium students
- An outline of the provision that was made during the term since the last meeting.
- 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 Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is an annual statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

6. Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for Pupil Premium Students.
- The vast majority of Pupil Premium Students will meet their individual targets.
- Effective transition arrangements will ensure that progress is maintained.
- Parental support and engagement is seen to be in place and effective.
- PP students are properly identified, assessed and their progress monitored.
- All staff are committed to ensuring progress for PP students.
- There is a positive whole school ethos within which all students are valued.
- All students develop as confident, resilient and independent learners.