



The Stourport High School & VIth Form College

Pupil Premium Policy

Introduction

In the financial year 2015 - 2016 we received £244,035 of Pupil Premium funding overall. In 2016 - 2017 we will be receiving £221,000. The Department for Education (DfE) has given us the freedom to use the Pupil Premium Grant (PPG) as we see fit, based upon our knowledge of our pupil's needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding. 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. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil Premium was initially introduced in April 2011 and it is now worth £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

Purpose of the Pupil Premium Policy

As a school in receipt of Pupil Premium funding, we are accountable to our parents/carers and school community for how we are using this additional resource to diminish the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally. 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. On the school website, we will 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.

How we will make the decision regarding the use of the Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- use high quality first teaching and learning as the preferred way to diminish the differences in progress and 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.
- use strategies which have proven work to diminish the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged)

pupils) nationally and adapt these as necessary to meet the needs of our pupils e.g. Education Endowment Foundation Toolkit.

- be transparent in our reporting of how we have used the Pupil Premium, so that our parents/carers, 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/carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents/carers play in the lives of their children.
- be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of a '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 a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take this group and their individual needs fully into account.
- use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.

Provision

The range of provision may include:

- facilitating pupils' access to education.
- facilitating pupils' access to the curriculum.
- additional teaching and learning opportunities.
- alternative curriculum support and intervention.
- raising aspirations; careers advice and guidance.
- trips and educational visits.

Development of the Pupil Premium Policy

This Pupil Premium Policy has been developed in consultation with our pupils, staff, governors and parents/carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2016, which places a strong focus on improving learning and progress of different groups and on diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally.

Links to Other Policies & Documentation

Although this Pupil Premium 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 for other pupils for whom narrowing the gap remains an issue, but are not covered by the Pupil Premium, are also included in key documents such as our School Improve Plan, self-evaluation review, the school prospectus, school website and newsletters.

There will also be references to disadvantaged pupils in our policies for Behaviour (Climate 4 Learning) including Anti-Bullying & Home-School Agreement, Admissions and Special Educational Needs & Disabilities (SEND), as well as minutes of meetings involving Governors, the whole staff, and the Senior Leadership Team (SLT).

Roles & Responsibilities

We expect all members of our school community, particularly staff and Governors to be committed to raising standards and to diminish the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally.

The Senior Leadership Team:

The Senior Leadership Team (SLT) are responsible for implementing this Pupil Premium Policy with a named Senior Leader having the immediate overview. SLT will ensure that all staff are aware of their responsibilities in diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally. SLT will also ensure that all 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 that diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally is a priority area of focus for the school.

Teaching & 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 will enable pupils from disadvantaged backgrounds to thrive.
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, in order 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 a proven track record in narrowing the gaps in attainment and achievement.

The Governing Body:

Our Governing Body has an important role in ensuring our school complies with legislation and that this Pupil Premium Policy, along with its specific stated actions for diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally is implemented.

Our Governing Body will keep our work on diminishing the difference under review in order that they can monitor the use of the Pupil Premium Grant. 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.

Monitoring & Reviewing the Pupil Premium Policy

Our work in relation to the Pupil Premium Policy will be reviewed on a termly basis to ensure it is having the intended impact on diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally. 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 on diminishing the difference which exists between the achievement of disadvantaged pupils at our school and other pupils (non-disadvantaged pupils) nationally.