

PLASHET SCHOOL



Working together to promote & celebrate achievement

## **Pupil Premium Grant Policy**

**Revised and Applicable from 13<sup>th</sup> November 2018**

Handwritten signature of Irene Papadopoulos in black ink.

**Signed:**

**Chair of Governors**

## **Mission statement**

*'Working together to promote and celebrate achievement'*

The effective use of the Pupil Premium Grant involves both elements of our mission statement. At Plashet School, all students are regarded as unique individuals and receive both challenge and support designed to meet their needs.

## **Background and legal context**

The most important factors in predicting a child's future academic attainment is prior attainment and their cognitive function. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education most notably in terms of time investment resulting in less developed cognitive function; low levels of cultural and social capital; low levels of engagement with school resulting in lower engagement and motivation at school from their child.

As a result, there is a wide gap between the attainment of students from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. At Plashet we do not solely use this as an indicator as we choose to use a more nuanced approach.

A fixed amount is allocated to schools for each student registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged students compared with their peers;
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium;
- the annual reports that schools are required to publish online.

At Plashet we aim to spend this additional funding supporting interventions and high quality teaching for all those who need them.

## **Principles**

- Expectations are high for all student groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all students who qualify for FSM are socially disadvantaged and not all socially disadvantaged students qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

## **Roles and responsibilities**

### *Governing Board*

- The governing board will approve the overall strategy for deploying Pupil Premium funding prepared by the Head Teacher and presented in Governing Board enclosures.
- The governing board will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of students in receipt of it.
- The Chair of the FSP Committee is the governor designated to ensure that the Pupil Premium Grant is used to support eligible students within the context of this policy.
- The Chair of the Curriculum Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted students.

### *Head Teacher and Leadership Team*

- At Plashet School, the Head Teacher retains overall responsibility for leading the Pupil Premium strategy.
- The Deputy Head Teacher with responsibility for data tracking will produce trajectory targets for reducing the gap between Pupil Premium students and their peers.
- The Deputy Head Teacher will produce termly reports for the governing body, showing the progress made by socially disadvantaged students and projections for each academic year.
- The Deputy Head Teacher with responsibility for Disadvantaged students will have overall responsibility for evaluating the impact of the support programme along with the Head Teacher.

### *Curriculum & Subject Leaders*

Curriculum and Subject leaders are responsible for the progress of all students within their subjects and will contribute to reports to the governing body.

### *All staff*

- All staff are expected to have an in-depth knowledge of all the students they teach and support, especially students with disabilities and special needs as well as those who are categorised as disadvantaged.
- Class and subject teachers are responsible for the progress made by all students.
- All staff will give students clear feedback that helps them to improve their work.

## **Evaluating impact**

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

### *Short term*

- The school will have an effective strategy for supporting all students and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that actions in the SIP are being implemented.

### *Medium term*

- As a result of an effective CPD programme, the skills and expertise of all staff are continually being enhanced. For instance focusing on disadvantage in the classroom -that is cognitive functions that place students at an educational disadvantage: the neuroscience of socio-economic status and the SES-related disparities in attention, inhibitory control, working memory and long-term memory; paying more attention to variation in cognitive function within a class; developing our understanding

of the human mind will provide teachers with a useful language for thinking about why attainment gaps emerge within their own classrooms.

- Evaluation through scrutiny of students' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all students.
- Discussions with students and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

*Long term*

- Successive cohorts will meet their targets and this will result in diminishing the difference between students benefitting from pupil premium funding and their peers.