



Disadvantaged Pupil Policy

(linked to Pupil Premium Impact Statement)

Reviewed by: John Boffa and Caroline Walker

Review Date: September 2022

Next Review: September 2023

Statutory Frameworks

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents. In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties.

Objectives of Pupil Premium Spending

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we tracking pupils to ensure they make good progress, and bridge the gap in the levels of attainment between FSM and non-FSM pupils.

For 2022-2023 financial year, the allocated money for Pupil Premium Pupils is as follows:

- Children looked after and those on Pupil Premium Plus receive and previously looked after children (PLAC) **£2410** a year
- Service children **£320** a year
- all other Pupil Premium from reception to year 6 receive **£1385** a year.
- Pupils with Special Educational Needs, who are also Pupil Premium, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

The DfE gives schools the freedom to decide how to use the pupil premium funding, based upon our knowledge of our pupils needs. However, we believe the views of all stakeholders are important and we are accountable for the use of this additional funding.

Pupil Premium Principles

Funding Inclusion is at the heart of everything we do. We provide outstanding provision bespoke to every child, to ensure all our children reach their full potential. Government funding ring fences specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all – pupil premium and non-pupil premium.

- Teaching and learning opportunities meet the needs of pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of disadvantaged pupils are addressed.
- It is recognised that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, Pupil Premium funding may be used to support any pupil or group of pupils that the school has legitimately identified as being disadvantaged whether or not they are eligible for funding.
- All teachers are fully aware of which pupils in their class are eligible for the Pupil Premium and as such, will ensure that those children receive the best possible support.

Our aim is to:

1. carefully 'ring fence' the funding so we focus our spending on the target group of pupils. Consideration of all children's starting points and our school's socio-economic status will also be taken into account, focusing on how we can minimise the impact of disadvantage on the learning journey of all pupils.
2. avoid confusing eligibility for the Pupil Premium Funding with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
3. thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why, using termly assessment data, teacher, parent and pupil voice
4. draw on research evidence (such as the EEF/Sutton Trust toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
6. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly
7. make sure that support staff are highly trained and understood their role in helping pupils to achieve
8. systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
9. ensure that a designated senior leader has a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
10. ensure that class and subject teachers know which pupils are eligible for the Pupil Premium Funding so that they can take responsibility for accelerating their progress
11. develop a clear policy on spending the Pupil Premium Funding, agreed by governors and publicised on the school website .
12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
13. thoroughly involve governors in the decision making and evaluation process
14. be able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils

15. Develop children who will be motivated, independent and enthusiastic learners who give their best and are able to make progress measured against their individual standard of achievement.
16. Ensure that all pupils receive a well-rounded learning experience and provide every pupil with an equal chance of success.
17. Create an environment where children will feel safe, valued and cared for.
18. Establish close links with parents and align their aspirations for their children with demonstrable achievement.
19. Recruit and retain the best teaching and support staff and encourage them to maximise their potential for the benefit of the pupils.

Provision

A range of provision is in place to support those pupils eligible for the Pupil Premium or who belong to a vulnerable group. This includes:

- ❖ 1:1 School led tuition led by a qualified teacher/TA , as appropriate;
- ❖ Small group tuition led by a qualified teacher/TA ;
- ❖ 1:1 and small group support led by learning support assistants;
- ❖ Additional teaching and learning opportunities provided by external agencies;
- ❖ Funding continuing professional development staff training relevant to the delivery of targeted support;
- ❖ Material resources to support vulnerable pupils;
- ❖ Funding activities or trips for those pupils eligible for Pupil Premium;
- ❖ Funding extra - curricular enrichment opportunities;
- ❖ Memorable opportunities created for pupils;
- ❖ Developing parental engagement and aspirations;
- ❖ Cultural enrichment;
- ❖ Breakfast/healthy snack/milk if needed;
- ❖ Providing school uniform
- ❖ 1-1 and small group emotional support led by learning mentor.
- ❖ Catch up curriculum funding to support those with gaps due to the covid-19 pandemic.

N.B. The above list is not exhaustive. Please refer to the Pupil Premium Impact Statement published termly on the school website <https://www.hamseytlt.co.uk/>

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

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

- Ensure the Pupil Premium Funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils. This includes research from the Sutton Trust. The Boxall Profile, Sandwell Maths and benchmarking are used to measure progress.
- Be transparent in our reporting of how we have used the Pupil Premium Funding, so that our parents, 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 and 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 and 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 '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.

This model Pupil Premium Policy has been written by Equitable Education www.equitableeducation.co.uk

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils. The Head, Senior Leadership Team and Senior Leadership Team are all responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The SLT team will ensure that all staff are aware of their responsibilities in diminishing the difference of our pupils.

The Pupil Premium Lead/ Senior Leader

The Pupil Premium Lead/SLT will be responsible for the following within school:

- Provide a termly report/data to governors with regards to the interventions conducted that term and the impact, and which may include costings.
- Liaise with members of the SLT to formulate reports into progress made on a termly basis.
- Challenge and question year groups regarding the interventions in place to support the academic, social and emotional development of children.
- Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
- Liaise with the Trust's finance team to monitor and track the allocation of funding.

All Teaching and Support Staff Teaching and Support Staff will be responsible for the following:

- 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 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, so 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 proven track record in diminishing the differences in attainment and achievement.

The Local Governing Body

The Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
- Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the differences in our school and the impact of intervention.

Staff Training and Development

As a school, we believe it is important to be forward thinking and look for opportunities to develop even further. As a school we will therefore use our in-house expertise as well as additional training to ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through teacher appraisal arrangements, they will make sure diminishing the difference is a priority area of focus for the school.

The Pupil Premium Report will be published annually detailing the objectives for the year, the allocated funding and the impact that this funding has had on the pupils. The Pupil Premium lead, Pupil Premium Governor and members of both the SLT and SMT have taken on board the recommendations taken from the impact of our Strategy objectives detailed in 2020-21 to inform our targets and focus areas for the coming academic Year. The Strategy Statement 2020-21, which can be found on the school's website.

Measuring Impact / Reporting

An impact report is prepared which includes a variety of information specifically. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. New strategies will be evaluated robustly and existing educational research will be considered such as in the Education Endowment Foundation. It will be the responsibility of the Pupil Premium Leaders to report to the Governors on:

- ❖ Amount and type of provision and target/s for each pupil and/or cohort;
- ❖ Estimated cost of provision;
- ❖ Evidence of the progress and attainment using soft and hard data made towards narrowing the gap, for socially disadvantaged pupils in each year group;
- ❖ An outline of the provision that was made since the last meeting, its purpose and the impact so far
- ❖ An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
- ❖ How parents are included and informed about their child's provision and progress.
- ❖ How the requirements published by the Department for Education have been harnessed to complete an annual report of spending.
- ❖ Any other relevant comments

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