



Pupil Premium Policy

Purpose

The aim of this policy is to outline Park Lane's commitment to help close the gap between the attainment of pupils from deprived backgrounds and others at all educational stages through the use of pupil premium funding.

Additional Authority

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 pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Scope

Pupil Premium funding is allocated based on entitlement to free school meals (FSM) as a proxy for deprivation. The DFE issue a fixed amount of funding, which is expected to rise year-on-year while the coalition government is in office, for each pupil 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 for one day or more and children of service personnel.

Responsible Party

Senior Leadership Team.

Policy Statement

According to DFE research the most important factor in predicting a child's future academic attainment is prior attainment. 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.

At Park Lane we aim to improve the outcomes of all students and have adopted a number of principles to underpin the use of Pupil Premium.

1) Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- 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 pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

2) Roles and Responsibilities

Governing body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school improvement plan (SIP).
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Chair of the Finance and General Purposes Committee is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
- The Chair of the Curriculum and Progress Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils.

Headteacher and SLT

- At Park Lane Learning Trust the headteacher retains overall responsibility for leading the pupil premium strategy.
- The *data manager* will produce trajectory targets for reducing the gap between pupil *premium pupils and their peers over three years matched to the SIP*.
- The *data manager* will produce termly reports for the governing body, showing the progress made by socially disadvantaged pupils and projections for each academic year.
- The *lead person (to be confirmed)* will have overall responsibility for evaluating the impact of the support programme.

Subject leaders

Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the *data manager*.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

Monitoring and Review

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 pupil premium pupils 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 being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils 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 narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils.
- the attainment gap – accelerated progress will result in closing the gap in grades/levels.

This Policy will be reviewed by Governors every three years, however, attainment and spend will be reported to the relevant sub committees throughout the year.