

THE NORTH SCHOOL

PUPIL PREMIUM POLICY

The North is a Secondary School with a roll of 1186.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our student needs.

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

However we are accountable for the use of this additional funding.

THE PUPIL PREMIUM

The pupil premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last 6 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.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish on their website *'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 students at the school in respect of whom grant funding was allocated'*.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

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 that 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 students.

- 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 students.
- Be transparent in our reporting of how we have used the Pupil Premium, 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 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 students 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 the Governing Body.
- Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Use the Pupil Premium to enrich the experience of students to raise aspirations and educate the whole child including regular careers interviews for all eligible students.

DEVELOPMENT OF THE POLICY

This policy has been developed with our students, staff, Governing Body and parents/carers in mind. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have also 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. Further information is available in our school's Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and Governing Body to be committed to raising standards and narrowing the attainment gaps for our students.

The Head of School and Senior Leadership Team

The Head of School and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff members are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff members are given

appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head of School to include the following information in the annual report for the Governing Body:

- the progress made towards narrowing the gaps, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The Head of School of School can delegate the day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes to a member of the SLT. He/She has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. He/She knows how to customise this research to fit the needs of our students and school context.

The School Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. He/She will also check to see that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable students 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 students 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 narrowing the gaps in attainment.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

GOVERNING BODY

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Our Governing Body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. 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. The Governing Body member with responsibility for the monitoring of this policy is George Clifton.

At the end of the academic year, our Governing Body will ensure that there is an annual statement, published on the website, to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

KEY CONTACT

Mrs N Hodges, Head of School – delegated to a member of the SLT

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. 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 in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

DISEMINATING THE POLICY

This Pupil Premium policy will be published:

- on our website
- in the staff handbook and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this procedure can be made through the school complaints procedure.