



Pupil Premium Policy

Date created: May 2018

Date ratified: 7th June 2018

Signed:

Chair of Governors

Signed:

Headteacher

Date reviewed:

Name of reviewer:

Philosophy

At St Giles School, the spiritual, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectations that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Statutory Framework

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: 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 6 years (Ever 6 children) and those pupils whose parent(s) have been in the services within the last 5 years (Ever 5 children). Since April 2014, Pupil Premium has also included children adopted from care, or those children who have left care under a 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.

St. Giles' School Values

St. Giles' is committed to the development of the whole school and we wrap around families establishing a deep rooted trust that together every child will achieve their full potential with complete awareness of a vulnerability amongst some of our children. Our Pupil Premium is bespoke and targeted. These children must leave us on an equal footing to everyone else, they must be secondary ready and hold their heads up high ready for the challenges to face them in the next chapter of their lives. We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers once and for all. High expectations and consistency of progress and achievement for all pupils is embedded throughout or school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

No one child is the same and therefore this is reflected in the wide variety of ways Pupil Premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that Pupil Premium should be specifically tailored to meet the needs of individual Pupil Premium pupils in addition to and in different ways from our other intervention programs.

Our Key Aims

- A whole school approach with all members of staff being empowered and accountable for our pupil premium pupils
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Close working relationships with our transition schools to ensure a joined up approach is used to benefit our families.

Pupil Premium Funding

Inclusion is at the heart of everything we do. We provide outstanding provision bespoke to every child at St Giles 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.

For 2018-2019 financial year, the allocated money for Pupil Premium Pupils is as follows: Children adopted from care £2,300, Service Children £300 with all other children who are entitled to Pupil Premium receiving £1320. 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. Within our school we adopt provision management procedures in order to track the costing of provision, analyse the impact and make decisions regarding cost effectiveness. Measures are included within the performance tables published annually on a national level. They capture the achievements of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specific information which has to be published on the school's website. Section 9 of this regulation requires schools to 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'. Through our annual Pupil Premium report we shall

publish the above information. In meeting this requirement we will observe our continuing responsibilities under the General Data Protection Regulations 2018, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

Provision and Practices

St Giles' School have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. The register is given to every member of the teaching staff, to ensure everyone is fully aware of whom their PP children are.

No one child is the same and thus this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil premium pupils, in addition to and in different ways from our other intervention programmes. Interventions for each pupil are decided on a individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

Whole School Provision

At St Giles' School our strategic vision for PP children is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil. Teaching and learning is enhanced by strong professional development, mentoring and coaching, whilst our school motto underpins our ethos of care, nurture and respect and addresses and celebrates the differences. We view both enrichment opportunities and parental engagement key for all pupils in supporting the development of the whole child both inside and outside of the classroom.

Personalised and Targeted Provision

The needs of each child is thoroughly examined and support is carefully selected from a wide range of interventions available to our children and used to create a bespoke tailored program of support aimed directly to close the gap. Our staff team provides a wide range of specialisms across the spectrum of need at St Giles'. As we cannot compartmentalise children into specific boxes, we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net and provides immediate action to any concerns we have.

In making decision on the use of Pupil Premium funding 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 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.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholder 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 the 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'.
- 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 an 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 pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just for those taking examinations at the end of the year.
- Liaise with transition schools to ensure a joined up approach and sharing of information in order to continue best practice for the pupils joining or leaving our school.

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gap for our pupils.

The Head, Deputy and Senior Leadership team are responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The Head, Deputy and SLT will ensure that all staff are aware of their responsibilities in diminishing the differences of our pupils.

Pupil Premium Lead

The Assessment Co-ordinator is also the Pupil Premium Lead, and will therefore be responsible for:

- Provide a termly report to governors with regard to the impact of the interventions, looking specifically at the de-personalised data for our key PP groups.
- Challenge and question year groups regarding interventions in place to support the academic, social and emotional development of children.

- Working with the School Business Manager 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.

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 circumstances to 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive,
- Plan and deliver 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 Governing Body

At St' Giles' 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 termly discussion surrounding the reports provided.
- Ensure 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 difference 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. 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 and teaching assistant appraisal arrangements, they will make sure the narrowing the gap is a priority area for focus for the school.

Monitoring and Review

Our work in relation to pupil premium will be reviewed on a termly basis to ensure that it is having the intended impact in narrowing the gap. 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 that outlined in *The DIY Evaluation Guide* provided by the Education Endowment Foundation.

The Pupil Premium Strategy document will be published annually detailing the objectives for the year, the allocated funding and the impact that this funding has had on the pupils.