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PUPIL PREMIUM POLICY (KS/C&P/054)

Committee Responsible:	Curriculum and Pastoral (Local Governing Body)
Lead Officer:	Head teacher
Date of Review:	June 2019
Date to be Reviewed:	June 2022
Signed:	
Date:	

PUPIL PREMIUM POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original Policy	September 2013
2	Policy Review	November 2015
3	Policy Preview	September 2016
4	Policy Review	May 2018
5	Policy Review	June 2019

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PUPIL PREMIUM POLICY

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PUPIL PREMIUM POLICY

1.0 RATIONALE

- 1.1 We believe that all students have the right to access quality learning and achieve their potential regardless of their personal circumstances. National statistics show that a number of student subgroups do not achieve at the same level of other students and that this may be influenced by living in disadvantaged situations. The Pupil Premium funding is intended to minimise the impact of this by providing extra support in school to help ensure they achieve their potential.
- 1.2 The DfE has given schools the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs: ‘School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils’ academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed, and the grant used to make maximum impact in the school. Pupils needs will differ and will cost differing amounts to address’.¹
- 1.3 Pupil Premium funding at Keswick School is used to benefit student learning and well-being in order to improve progress for a range of students. It is to support outcomes for these students by helping to close the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds. Whilst the school is able to spend the Pupil Premium funding as we see fit, we fully recognise that we are accountable for how we use the additional funding to support students from low-income families and other target groups.
- 1.4 Pupil Premium funding is received by the school annually in order to raise the achievement of three student subgroups in years 7-11:
- Those on receipt of Free School Meals (FSM) or those who have received FSM in the last 6 years (FSM Ever6) as well as those first known to be eligible in January 2019.
 - Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children adopted from care under the Adoption and Children Act 2002 who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (Post LAC) as recorded in the January 2019 school census and alternative provision census.
 - Pupils in year groups reception to year 11 recorded as Ever 6 Service Child (a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census) or in receipt of a child pension from the Ministry of Defence.

For further details of each category and the amount payable in any year, refer to the “Pupil Premium 2019-20; Conditions of Grant” (or that for subsequent years) published by the Department for Education <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020>

¹ Pupil premium: funding and accountability for schools; www.gov.uk; June 2019

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- 1.5 Children of service personnel receive a lower amount of £300 and schools can apply for up to £2300 for children looked after by the local authority and £2300 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. This funding will be managed by the virtual school head of the local authority that looks after the pupil.
- 1.6 The prime use of the funding is to raise attainment for these students and others from a disadvantaged background. We will, however, support students academically, socially and emotionally, to ensure they have a positive experience of school and can optimise the opportunities to develop and succeed. Whilst we believe that the emphasis has to be on improving literacy and numeracy knowledge and skills, we also believe no one intervention can provide the answer to improving progress and it is the combination of support available which benefits the students.
- 1.7 At Keswick School we employ a range of support mechanisms in order to optimise the engagement and success of all the students and to promote their well-being. Students are encouraged to participate in a wide range of systems which have been put in place specifically to support their success and the students who attract Pupil Premium funding are encouraged to make use of these opportunities, with some funding being used to remove obstacles to this success and/or participation. The range of support available for academic, social and mental well-being recognises the nature of our student body, the rural nature of our catchment area and the personal needs of each student.

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

- 2.1 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
 - Use the latest evidence-based research² on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our pupils.
 - Ensure that parents are aware of their child's Pupil Premium eligibility. For Pupil Premium students who reside in the boarding house, we will also work closely with staff to ensure that they have access to support required.
 - 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 and to remove any potential barriers or stigma attached to claiming FSM.

² Such as The Sutton Trust – Education Endowment Foundation Guide to Pupil Premium (June 2019): <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
 The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> , database and evaluation tool, which is regularly updated , the National Foundation for Educational Research (NFER) report 'Supporting the attainment of disadvantaged students' (Nov 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_lead , Ofsted report from July 2014– 'The Pupil Premium: an update', <https://www.gov.uk/government/publications/the-pupil-premium-an-update> and <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> are examples of the research evidence and case studies of best practice which we will use, as well as <http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/home>

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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.
- Recognise the fact that Pupil Premium pupils 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 close 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 those taking examinations at the end of the year.

2.2 Use of Pupil Premium Funding

2.2.1 A range of interventions have benefited from the Pupil Premium funding including support for student's academic progress, emotional well-being and access to extracurricular provision. A copy of our Pupil Premium reports are available on the school website and these outline such interventions in greater detail.

2.2.2 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 close the achievement gaps of our pupils. Parents/carers and external agencies cannot dictate how this money is spent, although they may make requests which will be considered and as a school we aim to work closely with parents of eligible students to ensure any barriers to learning are removed.

2.2.3 Measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

2.2.4 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, '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'.

2.2.7 In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals cannot be identified.³

3.0 ENTITLEMENT: FROM SEPTEMBER 2019

3.1 In addition to the interventions listed on our Pupil Premium report all Pupil Premium students will have a personalised plan and specifically:

³ <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

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- **Academic support** for students making less than expected progress such as subject coaching; paired reading; small group intervention and/or academic subject tutors according to need; and study groups; as well as providing access to academic equipment and resources for home or school study; and revision guides and resources in KS4.
- **Pastoral support** for students with attendance, attitude or behaviour needs such as access to the Education Support Officer, Learning Mentor, pastoral assistants; SSC services such as peer mentoring and peer coaching; workshops and group sessions; and support with uniform costs.
- **Extracurricular and enrichment** opportunities such as the Year 7 team building day; educational fieldwork, trips and visits; peripatetic music lessons; access to extended school curriculum such as beginners Latin, dance, and GCSE provision such as Latin and Further Maths; and one off activities such as Bikeability.
- **CEIAG opportunities** such as careers fairs/days; 'Meet the employer' events; support during Year 10 work experience; careers interviews; and help with application processes.
- The pupil premium grant will not be used for transport to and/or from school.

4.0 ROLES AND RESPONSIBILITIES

4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and closing the attainment gaps for our pupils.

4.2 The Head and Senior Leadership Team

4.2.1 The Headteacher and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through the school improvement plan and appraisal arrangements, they will make sure closing the gaps is a priority area of focus for the school.

4.3 Teaching and Associate Staff will:

- 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 lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed 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 closing the gaps in attainment and achievement.

4.4 Governing Body

4.4.1 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 closing the gaps is implemented. There is a dedicated Governor from the Local Governing Body who has responsibilities for Pupil Premium.

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4.5 **Monitoring**

- 4.5.1 Our work in relation to the Pupil Premium will be reviewed on an annual basis through our Keswick School Pupil Premium Strategy to ensure it is having the intended impact in closing the gaps and adapted accordingly within a multi-year plan. It will also take into consideration any changes in funding under the Pupil Premium Grant.
- 4.5.2 We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.
- 4.5.3 Monitoring will be undertaken by the Deputy Headteachers and Assistant Headteachers. This will ensure that funding is allocated appropriately and is meeting the needs of the target groups. Together with the Heads of Teaching & Learning and pastoral leaders, modifications to the interventions will be discussed and changes made as necessary.
- 4.5.4 Pastoral leaders will also be responsible for analysing the progress of students in their care and the Assistant Headteacher (Data & Assessment) will ensure that data is readily available to them and SLT after each data entry and meet with AHT (Standards and Intervention) and Pupil Premium Coordinator to discuss pastoral needs.
- 4.5.5 Heads of Teaching & Learning and subject teachers will use the progress matrices to identify the performance of Pupil Premium pupils in their classes/department and to measure the impact of interventions. There will be a focus on the progress of student groups, including those in receipt of Pupil Premium funding, at Improving Outcomes meetings between Heads of Teaching & Learning and members of SLT.
- 4.5.7 The Deputy Headteachers, Assistant Headteacher (Standards and Intervention) and Assistant Headteacher (Data & Assessment) will be responsible for reviewing the success of the different activities and strategies and will recommend action to governors to improve what is on offer.
- 4.5.8 The impact of expenditure on Pupil Premium students' progress will be a regular item at the Governor's Curriculum and Pastoral Committee meeting.
- 4.5.9 An annual summary of the progress made during the year will also be provided to the Local Governing Body and the Directors of the MAT.

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