

PERCY HEDLEY EDUCATION SERVICES

Pupil Premium Policy

Introduction

The Pupil Premium (PP) is additional funding given to the school specifically to improve the achievement of pupils from disadvantaged backgrounds. This policy document set out The Percy Hedley Foundation's strategy for the use of the pupil premium. Targets within the context of pupil premium are reviewed annually.

The effective use of the pupil premium grant involves all elements of our vision and values. All students, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive personalised support to maximise achievement and meet their needs.

Background and legal context

A fundamental factor on academic achievement is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: SEND, ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap nationally between the attainment of students from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used to identify students who attract Pupil Premium funding. A fixed amount is allocated to schools for each student 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 in Local Authority care continuously for more than six months, and for children of service personnel. All pupils at the Percy Hedley Foundation receive free school meals. Local Authorities have indicated which pupils qualify and these pupils receive PP.

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 students compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the

- attainment of student groups, in particular those who attract the pupil premium
- DfE information

Principles for the use of Pupil Premium at the Percy Hedley Foundation

- Expectations are high for all student groups and individuals. We do not equate deprivation and challenge with low ability, however, all of our students have statements or EHC plans, which state the level of disability and the impact this has on attainment.
- Not all students who qualify for FSM are socially disadvantaged and not all socially disadvantaged students qualify or are registered for FSM. Our allocation of the Pupil Premium is consistent with our focus on the needs and levels of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support funded by the pupil premium is integrated into the teaching programme.
- Research, trialing 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 students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

Scope

Governing body

- The governing body will approve the actions for deploying pupil premium funding prepared by the Associate Director and presented in the School Improvement Plan (SIP).
- The governing body will hold senior and middle leaders to account for implementing the school's action and for evaluating its impact on the achievement of targeted students.
- The governor designated to ensure that the pupil premium grant is used to support eligible students within the context of this policy will collate information and evidence for discussion with governors.

Associate Director/Senior Leaders

- At the Percy Hedley Foundation the Head of School retains overall responsibility for leading the pupil premium actions.
- The leadership team will produce targets for reducing the gap between pupil premium students and their peers annually matched to the SIP.
- The school in collaboration with a nominated governor will produce academic reports for the governing body, showing the progress made by socially disadvantaged students.
- The Head of School will have overall responsibility for evaluating the impact of the progress made in classroom including pupil premium students.

All staff

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

Monitoring

The implementation of the actions will be monitored and evaluated by the Head of School against the following success criteria and reported to the governors.

Short term

- The schools will have an effective strategy via its Pupil Premium Actions for supporting pupil premium students and there will be strong commitment to this strategy by all stakeholders.
- Clear outcome targets aimed at narrowing the gap will have been set for students who qualify for additional funding through the pupil premium grant.
- Resources will have been purchased and actions followed up.

Medium term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced to identify and respond to the needs of all students and thereby to help to narrow the gap between students who qualify for additional funding through the pupil premium grant and those who don't.
- Evaluation through scrutiny of students' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for students who qualify for the pupil premium grant.
- Discussions with students 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 achievement targets (both levels of progress and attainment) and this will result in narrowing the gap between students benefiting from pupil premium funding and their peers. This refers to assessments from a baseline of needs.