

Trinity School

Pupil Premium Policy



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At Trinity School, we believe all students are a gift from God and should be given equal opportunity to fulfil their academic potential.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do what it takes to remove any barriers that stand in the way of pupils achieving an outstanding education. As such, our main purpose is to focus on closing the gaps in attainment that may exist for different groups of pupils in our school.

Background and legal context

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

Pupil Premium is calculated by the number of Free School Meal (FSM) children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategies

- Pupil Premium will be clearly identifiable within the budget
- The Headmaster, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
- The school will assess what additional provision should be made for the individual pupils
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Headmaster will report to the Governing Board and parents on how effective the intervention has been in achieving its aims



- We will publish online information annually about how we have used the Premium.
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils
- Where other support mechanisms are withdrawn we will seek to address this through the Pupil Premium funding where appropriate (e.g. uniform subsidy – funding for a blazer and tie in Yr7 & 10 to be met by Pupil Premium funding upon request)
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor, evaluate and review the success of the impact of the Pupil Premium funding.

Outcomes

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of high quality teaching for all vulnerable groups, including Pupil Premium.

High Quality Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and department leaders, and interventions put in place
- If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary
- The Pupil Premium coordinator, and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class
- Through bullet points two and four above it can be determined which type of provision the child will need going forward



- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

How we will make decisions regarding the use of Pupil Premium

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language skills, and lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. 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 research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- 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
- 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
- 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 groups 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 those taking examinations at the end of the year.

Roles and responsibilities

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



The Headmaster and Senior Leadership Team

The Headmaster, Senior Leadership Team and Pupil Premium Coordinator are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' 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 Headmaster to include the following information in the annual report for the Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- 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 pupils receiving a particular provision, when compared with other forms of support.

The Pupil Premium Coordinator has day-to-day responsibility for implementing this policy and monitoring outcomes. They have expert and informed knowledge of evidence based research of 'what' and 'how' this works in narrowing the gaps. They know how to customise this research to fit the needs of our pupils and school context.

The Pupil Premium Coordinator will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils 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 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 a 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 roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.



Governing Board

Our Governing Board 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. To achieve this, there is a named Governor for Pupil Premium whose responsibility it will be to report back to the FGB and appropriate committees on the effectiveness of the school's pupil premium strategy.

Our governing Board 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 Board 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.

At the end of the academic year, our Governors will ensure that there is an annual statement 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.

Monitoring and reviewing of 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 any increase in funding under the Pupil Premium Grant.

We recognise that importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

Disseminating the Policy

This Pupil Premium Policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- 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.



Appendix: Pupil Premium Plus Policy (Added Sept 17)

Pupil Premium Plus was introduced by the DfE in 2013. In doing so, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. **The standard Pupil Premium Grant is £935 in total per child at Secondary School age (years 7-11) and Pupil Premium Plus is £1,900 in total per child. Pupil Premium Plus is given separately - not in addition to - the Pupil Premium Grant.**

Pupil Premium Plus is available to pupils from reception age to Year 11 in state-funded education in England who:

- Are in local authority care in England.
- Have been adopted from care in England or Wales.
- Left care under a Special Guardianship Order (SGO).
- Left care under a Child Arrangements Order (formerly known as Residence Order)

The DfE has said that it intends the funding to be spent on:

'...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.'

This focus on children's social and emotional and wider needs contrasts to Pupil Premium for children eligible for free school meals, which is focused on closing the attainment gap. Permanently placed children can particularly struggle with:

1. Attachment relationships with adults,
2. Managing their peer relationships,
3. Managing their feelings and behaviour,
4. Coping with transitions,
5. Developing their executive functioning skills.

In deciding how to use the Pupil Premium Plus funding, Trinity understands and takes into account the particular needs of looked after and previously looked after children, as these may be additional to or different from the needs of children who attract the standard Pupil Premium Grant.

It is up to each individual school to decide how to spend the money, however the DfE has clearly stated that it is good practice to consult parents and guardians when making this decision.



Trinity will endeavour to complete an Educational Plan for Adopted Children in conjunction with parents and guardians at the beginning of the child's academic study at the school. **The review date for the EPAC will be set at the first meeting, with a maximum gap of two terms between reviews.**

It is important to note that this money is not ring-fenced nor isolated to a specific child, but can be pooled towards a greater project, such as the training staff to better support looked after or permanently placed children.

With thanks to PAC-UK for information and guidance.