

WATH COMPREHENSIVE SCHOOL

Pupil Premium Policy



2018-19

Updated

24/9/2018

Our School

Wath Comprehensive School is a fully inclusive school. It aims to equip all students, regardless of gender, ethnic origin, ability or social circumstances, with a wide range of skills so as to be “Able, Active and Qualified” when they leave.

Background

Wath Comprehensive School is a very large 11-18 mixed comprehensive school.

Nearly all of the students are of White British heritage. The proportion of students from minority ethnic backgrounds is very low.

The proportion of students known to be eligible for Pupil Premium funding is just above the national average.

The proportion of disabled students and those who have special educational needs is in line with the national average. The proportion of students on the SEND Register is average and steadily increasing over time.

A small number of students attend alternative, off-site provision.

The DfE has provided us with the freedom to use the Pupil Premium as the school sees fit, based upon knowledge of our students’ needs.

The Pupil Premium

The Pupil Premium is government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces. In 2018-19 the funding allocated will be £935 per child who is in receipt of free school meals (FSM) or a student who has been in receipt of free school meals in the last 6 years (Ever 6) , £300 for children of Armed Forces families and £2300 for Looked After Children.

How much pupil premium money does our school receive?

In 2018-19 the pupil premium Budget will be £399,575.

The Looked After Children Pupil Premium funding must link to their individual Education Plan and a different process is applied in order to receive this funding. Mrs K Smallwood liaises with the Virtual Head in each Local Authority and the funding is released on a termly basis.

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how the school 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. Therefore our primary means of investing in improving the attainment of Pupil Premium students will always be in endeavouring to improve the quality of Teaching and Learning.

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 at a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

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 is used primarily for its intended purpose.
- Be pro-active in identifying and addressing the needs of disadvantaged students in their achievement, attendance, behaviour and social and cultural well-being.
- 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 funding, 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 remove any potential barriers or stigma attached to claiming FSM.
- 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 funding, by the school and governing body.
- Recognise the fact that our FSM students are not an homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take 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 for those taking external examinations in Key Stage 4.

Development of the policy

This policy has been developed as a part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at the school. In developing this policy we have 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). Some students, especially minority ethnic, English as an additional language, Special Educational Needs and pupils 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, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards.

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 students.

The Head and Senior Leadership Team

The Head and designated Senior Leadership Team members are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps in attainment of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. It will be the responsibility of the Head to include the following information in the annual report to 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.

Mr S Wesson has day-to-day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.

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

Teaching and Associate Professional 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 a proven track record in narrowing the gaps in attainment and achievement
- be provided with opportunities 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

The governing body has an important role in ensuring the school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented. The governing body will, at least termly, keep the work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium funding. 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 (on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year, the governing body 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 the school and the impact this has had. This will appear on the school website.

Monitoring and reviewing the policy

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. The 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 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 the approaches being used are having 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 those outlined in 'The DIY Evaluation Guide' provided by the Education Endowment Foundation.

The annual review will involve staff, students, and governors.