

<h1>Pupil Premium Policy</h1>
-------------------------------

<b>1.</b>	<b>Key Principles</b>
<b>2.</b>	<b>Making decisions regarding the use of Pupil Premium</b>
<b>3.</b>	<b>Roles and Responsibilities</b>
<b>4.</b>	<b>The Deputy Headteacher</b>
<b>5.</b>	<b>The Headteacher</b>
<b>6.</b>	<b>Teaching and Support Staff</b>
<b>7.</b>	<b>Impact</b>
<b>8.</b>	<b>Outcomes</b>
<b>9.</b>	<b>Disseminating the Policy</b>

Person Responsible for Policy    \_\_\_\_ Deputy Headteacher

Date Policy Written                \_\_\_\_ March 2020

Date Approved by SLT            \_\_\_\_ March 2020

Date to Review                      \_\_\_\_ March 2021

Version	Date	Status & changes	Author
1.	March 2020		Stephan Collishaw

## **1. Key Principles**

Stephenson Studio School has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling 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 pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

## **2. Making 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 subsequent challenges faced.

Common barriers for FSM children can be less support at home, weak language skills, and a 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.

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. We will:

- 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 our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
- Recognise the fact that FSM pupils are not a homogenous 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 those taking examinations at the end of the year

### **3. 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 Deputy Headteacher**

The Deputy Headteacher is responsible for implementing this policy. The Deputy Headteacher will ensure that:

- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Deputy Headteacher will, where relevant, undertake on-going evaluations of the strategies being used, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

#### **The Headteacher**

It will be the responsibility of the Headteacher to include the following information in the annual report for 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

#### **Teaching and Support staff**

Teaching and support 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 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 and achievement

#### **4. Impact**

Stephenson Studio School regularly measures the attainment and progress of all students with particular reference to all our vulnerable groups.

- Senior Leaders our SENDCo, and Department leads evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.
- Interventions are logged and progress is monitored to evaluate impact.
- 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 the increased funding that becomes available under the Pupil Premium Grant.

#### **5. Outcomes**

- Students eligible for Pupil Premium will have been identified and monitored
- Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed
- Students will have developed confidence and independence and have been supported with aspirations and ambitions

#### **6. 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)
- As part of induction for new staff