

Pupil Premium Policy

Sir Harry Smith Community College



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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We recognise that pupil premium students require outstanding lessons daily and, along with every other student in the college, we strive to deliver this in our classrooms. (Please see Teaching and Learning Policy S20).

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

Our aim is to eliminate any variation between the progress between Pupil Premium and non-Pupil Premium students nationally.

We are entitled to Pupil Premium funding for the following:

- FSM students who are underachieving
- FSM students who are in danger of underachieving
- Children of members of HM Armed Forces
- Children adopted from an in-care status

Some examples of how the school may use the grant include, but are not limited to:

Intervention:

- Intervention in literacy, numeracy and science;
- Alternative provision for specific students to maintain engagement e.g. L1 Cope and Construction;
- Enhanced data tracking and monitoring to enable appropriate and effective intervention;
- Curriculum Managers will, within the constraints of the timetable and staffing, ensure that Pupil Premium students are placed with the teachers most equipped to meet their individual needs;

- Year Leaders will be aware of the 'gap' between Pupil Premium students' outcomes (against target grades) and other students. These will be discussed with SLT members following each data drop. Plans will then be drawn up with under-performing Pupil Premium students to eliminate the progress gap. Intervention may include: Impact Reports, peer mentoring using sixth form students, regular update meetings with parents, emotional support or one to one mentoring (this may be provided by external agencies e.g The National Citizen Service.);
- Enhanced behaviour management systems and strategies using dedicated staff;
- Additional staff in core subjects;
- Students are identified in ability bands (using SISRA database) to allow Curriculum Managers to look for trends in the progress of Pupil Premium students across their department;
- 'Pride in Work' meetings are used to monitor (and gauge the need for intervention) Pupil Premium students;

Support:

- Support the funding of school uniforms, enrichment activities and educational visits;
- Support the funding of music lessons and other curriculum resources;
- Extending the LRS centre provision to enable access to resources/staff before and after school;
- Maths and English transition programmes;
- Support with attendance, personal development, behaviour and welfare;
- Celebratory and 'showcase' style events are planned to support Pupil Premium students' confidence and allow parents and carers additional opportunities to visit the College;
- Ensuring that parents are able to attend Progress Evenings through additional sessions, additional reminders and additional admin support for online bookings. Attendance data at Progress Evenings reported to staff and Governors.

Attendance

- The College is aware of the close relationship between attendance and achievement;
- Pupil Premium students are monitored by Year Leaders and by the SIMS manager;
- Year Leaders will identify students whose attendance has dropped below the school average. These students will be met by Year Leaders to identify any reasons for below average attendance and facilitate additional support, if required;
- Attendance and punctuality targets may be set and will be communicated to parents and carers.

Our pupil premium strategy is available here:

<https://www.sirharrysmith.cambs.sch.uk/page/?title=Pupil+Premium&pid=398>

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

5. Eligible pupils

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Principal and senior leadership team

The principal and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school;
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces;
- Ensuring that all teachers are aware of who the Pupil Premium children are in their classes through SIMS and SISRA systems;
- Sharing examples of good practice for pupil premium students;
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate;
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding;
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis;
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE;
- Gathering information about the quality of teaching through learning walks and discuss interventions with appropriate Curriculum Managers;
- Ensuring all staff are supported in providing high quality lessons for all students; including Pupil Premium students.

6.2 Governors

The governing board is responsible for:

- Holding the principal to account for the implementation of this policy;
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant;
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the principal, to assess the impact and effectiveness of the school's use of the funding;

- Monitoring whether the school is ensuring value for money in its use of the pupil premium;
- Challenging the principal to use the pupil premium in the most effective way;
- Setting the school's ethos and values around supporting disadvantaged members of the school community;

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis;
- Setting high expectations for all pupils, including those eligible for the pupil premium;
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team;
- Sharing insights into effective practice with other school staff.

7. Monitoring arrangements

This policy will be reviewed by the Assistant Principal . At every review, the policy will be shared with the governing board.



Pupil Premium Expenditure Request Form

Name of Pupil: _____ Year: _____

Outline of need	
Intervention required	
Outline of expected improvement in attainment	
Cost of intervention	
How the intervention will be monitored	
Other interventions in place	

Requested by: _____ Date: _____

Approved by: _____ Date: _____

Finance: _____ Date: _____

Usual Funding Allowance

If a teacher requires additional funding for a pupil premium student they can submit the 'Pupil Premium Expenditure Request Form' for consideration.

Extra funding may be required for learning resources or other equipment. These should be detailed on the request form, along with the proposed impact.

If additional funding is required for a trip, it is usual that the following ratios will be considered:

Trip Cost	Percentage Considered
£0-£100	50% of cost of the trip
£100 +	25% of cost of the trip

It is usual that there will be a contribution limit of £100 per school trip.

In exceptional circumstances a higher value may be paid as a contribution towards a school trip

