



Queen Elizabeth's Grammar School



Students Eligible for Pupil Premium Policy

OUR SCHOOL

Queen Elizabeth's Grammar School is a Comprehensive school with a large, mainly rural catchment area.

In the academic year 2017/18 we estimate that we will receive £173,300.

The DfE has given us the freedom to use the Eligible for Pupil Premium funding as we see fit, based upon our knowledge of our student needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.'

However, we are accountable for the use of this additional funding.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

From December 2013 a further category of eligibility for Pupil Premium was added funding students who were previously looked after and then left care through being adopted on or after 30th December 2005; under special guardianship order on or after 30th December 2005; or under a Residency Order.

In 2014-15 the "Pupil Premium Plus" was introduced with current or certain previously Looked After Children each attracted £1,900 of funding. The eligibility criteria for the Service Premium have been broadened since 2011-12 and the rate has increased from £200 to £300.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on diminishing the differences which currently exist between our eligible students and their peers.

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 diminish the difference in the achievement gaps of our

students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of eligible students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish '*The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated*'.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

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 allocated to our school is used primarily 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 students.
- Use the latest evidence based research¹ 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, 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 to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- 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, by the school and governing body.
- Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take this group and individual needs fully into account.

¹ Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use.

- 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 those taking examinations at the end of the year.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our students, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our 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 covered under the “protected characteristics” especially minority ethnic, English is an additional language, Special Educational Needs and students 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 diminishing the difference in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to diminishing the difference in attainment and achievement for our eligible students, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other students for whom diminishing the difference remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to eligible students in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the Leadership team.

ROLES AND RESPONSIBILITIES

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

The Head and Senior Leadership Team

The Head of Academy, Mr S Garrity, Deputy Head of Academy, Mrs L Betty and Pupil Premium and Personalised Learning leader, Mr S Bembridge of the Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in diminishing the differences of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, they will make sure diminishing the differences is a priority area of focus for the school.

It will be the responsibility of the Head of Academy to ensure the following information is included in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for eligible students
- 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 students receiving a particular provision, when compared with other forms of support

Mr S Bembridge has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. He has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in diminishing the differences. He knows how to customise this research to fit the needs of our students and school context.

Mrs L Pugh will monitor the use of the Pupil Premium on a half termly basis to track the allocation and use of Pupil Premium funding. The value for money relates to the progress of students which will be monitored by Mr S Bembridge. If students are making progress then targeting is being spent appropriately, if not then the strategies put in place will be reviewed and amended as appropriate.

Teaching and Support 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 curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be diminished and improvements maintained.
- support eligible 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 proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff 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 diminish the differences.

Governing body

Our governing body 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.

Mr M Caton is responsible for ensuring the implementation of this policy.

Our governing body will, 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 body 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 diminishing the differences in our school and the impact this has had.

KEY CONTACTS:

Mr Scott Garrity - Head of Academy.

Mrs Laura Betty – Deputy Head teacher

Mr Steven Bembridge - Pupil Premium and Personalised Learning Leader

Mr Marcus Caton – Governor

Mrs Liz Pugh – School Business Officer

MONITORING AND REVIEWING 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 diminishing the differences. 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 diminishing the differences.

We recognise the 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 on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.²

² [http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)

January 2013.

06/02/18

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)
- Part of induction for new staff
- included in termly newsletters for parents and carers

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the school's complaints procedure.

USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT

How we have used the Pupil Premium in our school and the impact this has had on outcomes for our eligible students is documented in our Pupil Premium Strategy statement, available on the school's website within the Pupil Premium Section.

SIGNED AND DATED

Head _____

Chair of Governing Body _____

Date of Policy _____

Review Dates _____

06/02/18