

The Wren School

Pupil Premium Policy

Purpose and background

The Pupil Premium (PP) is a sum of money given to the school annually to narrow attainment gaps between students from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap.

PP is allocated to the school by the government and is generated by children from low-income families. This funding is currently known to be eligible for any child who:

- is or has been eligible for free school meals (FSM) at any point since May 2012 (referred to as 'Ever 6 FSM'); or
- has been looked after for 1 day or more; or
- has been adopted from care; or
- has left care under a special guardianship order, a residence order, or a child arrangements order; or
- has had a parent/carer serving in the armed forces at any point since January 2013 (referred to as 'Ever 6 Service'), or is in receipt of a child pension from the MoD.

The level of PP funding in 2018-19 is:

- £935 per annum for FSM Ever 6 students in Years 7 – 11;
- £2,300 per annum for looked after or adopted children or those under an order detailed above (this funding is called Pupil Premium Plus (PP+);
- £300 per annum for service children.

PP is targeted at students from low income homes, using known eligibility for FSM in the last six years as a proxy, since there is a strong correlation between poverty and fewer predicted chances in a child's future life.

The government recommends that academy schools publish the following:

- how much PP we will receive for this academic year;
- details of the main barriers to educational achievement that the disadvantaged children in our school face;
- how we will spend our PP to overcome these barriers, and the reasons for the approaches we have chosen;
- how we will measure the effect of the PP spending;
- how we spent our PP last academic year;
- the effect that PP had on our students; and
- the date of the next PP strategy review.

This policy takes account of all relevant legislation.

Policy objectives

The governing body undertakes to do the following:

- ensure that teaching and learning opportunities meet the needs of all students;
- support students socially and emotionally, to ensure they have a positive experience of school and can optimise the opportunities to develop and succeed;
- ensure all staff are responsible for ensuring disadvantaged students reach their potential;
- increase the cultural capital of disadvantaged students;
- enable and encourage students to attend school and be on time;
- ensure that appropriate provision is made for students who belong to vulnerable groups, including ensuring that the needs of socially disadvantaged students are adequately assessed and addressed;
- consider that in making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged;
- recognise also that not all students who are socially disadvantaged are registered for or qualify for FSM. We reserve the right to allocate the PP funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

Management of the policy

School	This policy is implemented and managed by the Headteacher
Governing body	The Governors will review and update this policy annually in line with all relevant legislation.
Approval	Updated and approved by FGB Committee – 18 th October 2018
Next review due	October 2019

Associated policies

Able, Gifted and Talented Policy
Learning and Teaching Policy
Special Educational Needs and Disabilities Policy
School Trips Policy
Charging and Remissions Policy

Practice and procedures

At The Wren School, we look at how the money is best spent by considering the individual needs of each child. There are a broad range of uses for the money, but when we consider how best it is to be used, the main objectives are that it must support the school in raising the child's academic achievement so that they are at least in line with their peers and ensure the attendance and punctuality of the child meets government expectations (95%).

How we will use the Pupil Premium

The range of provision governors may consider making for this group includes:

- providing small group work with an experienced teacher, focussed on overcoming gaps in learning;
- providing smaller class sizes to provide additional time for teacher-student interaction and feedback to ensure that no child is unnoticed;
- providing classroom resources for individual subjects, e.g. technology materials that students subsequently take home;
- one-to-one support;
- additional learning and teaching opportunities provided through learning mentors, trained Teaching Assistants (TAs) or external agencies;
- access to after school provision free of charge, including those clubs for which an additional charge is levied;
- subsidising or funding attendance on school Curriculum Trips;
- providing financial incentives and support to encourage a good level of attendance and punctuality;
- providing access to a regular after school extended learning club to ensure that all homework takes place;
- providing opportunities for parents/carers to engage with their child's learning, e.g. attending teacher-led parent classes;
- providing financial support for items and/or experiences that will help to benefit the learning within an educational setting.

Cultural capital

Governors agree that they have a moral purpose to increase the cultural capital of disadvantaged children; to enable them to experience unfamiliar environments and obtain new skills which their more affluent peers may have more ready access to. To that end, the school will fund one 'expensive' trip per Key Stage for each PP student, as per the School Trips Policy. An example of how this might be used could be: the Year 7 annual Bushcraft trip plus the Valencia trip in Year 10.

Students will be presented with the options at the start of each Key Stage, and will nominate which trip they will participate in. Portions of their annual PP allocations will be set aside for this purpose. Any underspend of the PP on the trip will return to the main allocation, and spent as above.

Every student is expected to participate in these trips, and the school will support students with administration such as passport applications, visa applications etcetera, in order to remove any barriers to travelling.

How we will make decisions regarding the use of the PP funding

In making decisions on the use of the PP we will:

- recognise the fact that PP students are not a homogeneous 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;
- complete a PP request form (Appendix 1) where the details of the funding request are provided along with an explanation of how this will help impact upon learning and engagement with school (this is then analysed by the PP SLT lead who makes a decision on whether the funding is being used appropriately);
- use high quality learning and teaching as the preferred way to close gaps in attainment in the first instance; we will also use high quality interventions with proven evidence of impact in a time limited way to assist students who need additional support (preferably within the classroom setting);
- ensure that PP funding allocated to our school is used for its intended purpose;
- use the latest evidence based research on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our students;
- continuously develop our professional learning to be aware of the latest best practice, guidance and resources available;
- consult our primary school colleagues when determining PP strategies for our transitioning Year 7 students;
- be transparent in our reporting of how we have used the PP, so that our parents/carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference;
- encourage take up of Free School Meals (FSM) by working proactively with our parents/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/carers play in the lives of their children;
- ensure there is robust monitoring and evaluation in place to account for the use of the PP funding, by the school and governing body; governors will monitor the gap between our own PP and non-PP students and will also compare this against national figures;
- use the PP funding for all year groups 7-11, not just those taking examinations at the end of the year.

How we will monitor the use of the PP funding

The principal leads in planning, using and monitoring the PP are:

- Assistant Headteacher (Data) – Rachael Jubb
- Pupil Premium Champion – Jo Juster
- School Business Manager – Natasha Lee
- Pupil Premium Governor – Julia Cottee

The PP Governor will meet PP leads a minimum of three times per year, to review and challenge the school's PP Strategy and the impact of the PP spending.

The PP Governor submits reports to each meeting of the Governors' Teaching and Learning Committee, which also monitors the gaps in academic performance between PP and non-PP students.

The PP leads and governors regularly attend training and peer-networking events, to ascertain the latest best practice and consult with colleagues in high-performing schools.

Associated documents

- Sutton Trust - EEF, 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 that we will use.

Appendices

Appendix 1: PP Funding Request Form

Appendix 1



PUPIL PREMIUM INTERVENTION FUND REQUEST

STAFF NAME	DEPARTMENT	DATE
NAME(S) OF STUDENT(S) AND YEAR GROUP(S) INVOLVED		
PLEASE GIVE DETAILS OF INTERVENTION FUND REQUEST		
COST		
INTENDED IMPACT UPON PROGRESS AND RESULTS – This needs to be specific in terms of being able to measure the effectiveness of the intervention.		
DATE OF EVALUATION OF IMPACT – Each successful intervention bid will require a short evaluation identifying the impact of the intervention on student outcomes. Please give the date by which this will be complete and by whom.		
INCLUSION TEAM RECOMMENDATION		
RJU AUTHORISATION AND COMMENT	DATE	