



Pupil Premium Policy 2015-16

Every child with his/her individual needs and gifts is a unique gift from God.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations. As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Provision

In order to meet the above requirements, the Governing Body of St Chad's Catholic and Church of England High School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils who are in receipt of Pupil Premium funding. The impact of the Pupil Premium will be measured by the Pupil Premium team after each data collection

Expectations are high for all pupil groups and individuals. The school does 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 progress 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.

As part of the additional provision made for pupils who are in receipt of the Pupil Premium, the Governors of the school will ensure that their attainment and progress is effectively tracked and monitored by the Pupil Premium team. The impact of interventions will be tracked on Blue Hills. Strategies to support Pupil Premium pupils include:

- Quality First Teaching-TEEP
- Extra staffing in English and maths
- Funding for specialist resources
- Academic mentoring programmes
- Funding for enrichment activities and educational visits
- Small group literacy/numeracy support.

Roles and responsibilities

Governing body

- The governing body will approve the overall strategy for deploying Pupil Premium funding prepared by the SLT and the Business Manager.
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to close the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Headteacher and SLT

- The headteacher retains overall responsibility for leading the pupil premium strategy.
- The Assistant Head with responsibility for the Pupil Premium will give regular reports to the Governing Body which will include
 - Progress made towards achieving the objectives of the action plan
 - The progress made towards closing the gaps between PPI and non PPI pupils
 - The impact of intervention strategies

- Reports will be produced for governors after each data collection from assessment weeks, showing the progress made by pupils in receipt of the pupil premium and projections for each academic year.

Subject leaders

- Subject leaders will track the progress and attainment of PPI students within their subject areas and ensure that appropriate intervention strategies are in place to elicit improvement.
- Subject leaders will evaluate the impact of intervention on the progress and attainment of PPI students and ensure that it is recorded on Bluehills.
- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the assistant head with responsibility for the Pupil Premium and through their own presentations to governors.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.

Evaluating impact

The implementation of the action plan will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that action plan can be implemented.
- The tracking system will be used more effectively and efficiently by all staff

Medium term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations will show that all pupils are making better progress.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

- Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers.
- The progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils.
- The attainment gap – accelerated progress will result in closing the gap in grades/levels.