

**Dorset Education Partnership  
FERNDOWN UPPER SCHOOL**

# **PUPIL PREMIUM POLICY**

Policy first adopted: June 2013

To be reviewed every three years

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## **1. Principles**

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. All staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs.

## **2. Background**

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used pupils entitled to **Free School Meals** as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for **Free School Meals** over a rolling six year period. This fixed amount of money is expected to increase every year of the course of this current Parliament. At Ferndown Upper we will be using this indicator as well as other accepted indicators to identify vulnerable groups as our target children to 'close the gap' regarding attainment.

The Government is not instructing schools how they should spend this money; it is not ring-fenced

*"The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through" (DfE 2012).*

The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

## **3. Provision**

In order to meet the above requirements, the Governing Body of Ferndown Upper School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils and will appoint a allocate this responsibility to a particular governor.

As part of the additional provision made for students who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately assessed and addressed through termly student progress meetings.

In making provision for socially disadvantaged students, the Governors of the school recognise that not all students who receive free school meals will be socially disadvantaged and that not all socially disadvantaged students are underachieving.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision will endeavour to

- Facilitate students' access to education.
- Facilitate students' access to the curriculum.
- Provide additional teaching and learning opportunities.
- Provide alternative support and intervention.

#### **4. Reporting**

A termly report will be produced for the Governing Body as an attachment to the Headteacher's Report, to include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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.

The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is an annual statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

#### **5. Success Criteria**

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan. We have devised a checklist (see Appendix A) based on the characteristics Ofsted recommend for successful implementation of strategies to improve

achievement of our vulnerable groups. We will use this checklist to ensure that we are adhering to good practice wherever possible.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support, including effective transition.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Creating a positive school atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners.

## **6. Pupil premium: conditions of grant**

The Department for Education (DfE) published the Pupil Premium Grant 2012-2013: Conditions of Grant in December 2011.

Section 8 sets out the terms on which the pupil premium grant (PPG) is allocated to schools. The terms are very broad and merely state:

*“The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.” (DfE 2012)*

Schools will not be required to maintain formal records about how the money is being spent as the emphasis is rather on the recording, monitoring and outcome reporting of strategies used.

**Appendix A. Spending the Pupil Premium successfully to maximise achievement  
– checklist (created from Ofsted – The Pupil Premium 2013)**

1.	Are we ring-fencing the funding so that we always spend it on the target group of pupils?	
2.	Are we making sure that we don't confuse eligibility for the Pupil Premium with low ability?	
3.	Are we focused on supporting our disadvantaged pupils to achieve the highest levels?	
4.	Are we thoroughly analysing which pupils are underachieving (particularly in English and mathematics), and why?	
5.	Are we using research evidence (such as the Sutton Trust toolkit <sup>4</sup> ) and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement?	
6.	Do we understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good?	
7.	Have we allocated our best staff to teach intervention groups to improve mathematics and English, or employed new staff who have a good track record in raising attainment in those subjects?	
8.	Are we using achievement data frequently to check whether interventions or techniques are working and have we made adjustments accordingly, rather than just using the data retrospectively to see if something has worked?	
9.	Are we making sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve?	
10.	Are we systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it?	
11.	Have we ensured that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils?	
12.	Do we ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress?	
13.	Do we have a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website?	
14.	Have we provided well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning?	
15.	Have we a clear and robust performance management system for all staff which includes discussions about pupils eligible for the Pupil Premium?	
16.	Do we thoroughly involve governors in the decision making and evaluation process?	
17.	Are we able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils?	

## References

DfE 2012, *Pupil Premium: What you need to know*, DfE Publications.  
<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

Ofsted 2013, *The Pupil Premium: How schools are spending the funding successfully to maximise achievement*, Ofsted Publications. <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>