

## Prince Henry's Grammar School Pupil Premium Policy

### Context:

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from deprived backgrounds. Research shows that students from deprived backgrounds can underachieve compared to their non-deprived peers. The Pupil Premium is provided to support/or enhance the teaching and learning experience for these students in order that they reach their potential by accelerating their progress.

The Government recognises the following groups of students as 'disadvantaged':

- Students currently entitled to Free School Meals (FSM);
- Students who have been entitled at any point over the previous six years to FSM ('Ever 6');
- 'Looked after' children (CLA) – defined as having been looked after/in care for one day or more;
- Those who are adopted or leave care under a Special Guardianship Order or Residence Order.

The Government gives a fixed amount of money to schools per student annually, based on the number of students registered for Free School Meals and those who are looked after by the Local Authority. The fixed annual amount is currently £935 per disadvantaged student in Years 7-11, except for those 'looked after'/recently in care where the amount per student is £1900. The amount funded each year is set at the January census point for the next financial year.

### Overall Objectives:

The Government leaves it to the school to decide how the Pupil Premium can be best used in order to narrow the attainment gap between disadvantaged students and the rest of the students. In order to achieve this, a school Pupil Premium Strategy is drawn up each year where we identify the main barriers to future attainment both within and out of school for our disadvantaged students. The main barriers for some students within the small cohort of disadvantaged students at Prince Henry's range from below age literacy and numeracy skills, low aspiration and below average attendance for a few. Our overall objective is straight-forward, we work to support every child to be successful in every way. However simple or complex the individual students' needs are, we try to work out what the student needs and ensure we provide it at the right level and at the right time.

We regularly review our strategy and as a school we greatly value the research of The Education Endowment Foundation (EEF) who has produced a teaching and learning toolkit to help teachers and schools use the pupil premium effectively to support disadvantaged pupils. The EEF also has a 'families of schools' database which shares good practice from similar schools, as well as providing an evaluation tool which we use to help measure the impact of the approaches we are using.

### Provision:

We believe that no single intervention provides a complete solution to the complex educational issues in any school and therefore, we take a multi-faceted approach to offer the best opportunity for our students to improve. Some students will already be doing well in English, Maths or other subjects but there may be things we can do to stretch them further, to help them aim high or to build their confidence. Some students may need financial help to take part in trips and activities, and others may need support to reduce their persistent absence. We may organise intervention programmes such as small group or one to one teaching, reading and SUMS club or afterschool support. We may provide resources to ensure all students can equally access their learning.

In our own experience, our view and one which is supported by the research conducted by the EEF, is that one of the most effective strategies available to help diminish any differences in learning, is the provision of consistently high quality teaching and learning. Therefore some of the money is spent on training for staff to

ensure they are up to date with the latest knowledge about what works for young people, ensuring classroom teachers select the appropriate Wave 1 strategy for underachieving disadvantaged students. There are regular data collections for all students, monitoring both academic progress and attitude to learning for all students. This tracking informs effective intervention by Pastoral Leaders and/or Faculty Heads. Examples of such interventions include:

- Curriculum enhancement/timetabling including individualised programmes e.g. to include college courses and personal curriculum
- Curriculum support e.g. 1-1 support/teaching (including the use of sixth form helpers e.g. with the paired reading scheme), homework club, small group teaching, TA support, Literacy and Maths intervention programmes e.g. access to software learning packages such as Hegarty maths and the Accelerated Reading Scheme
- Revision/mentoring support – use of a team of mentors to support students who are underachieving, holiday revision classes, Assertive mentoring, conferences
- Use of digital technologies – incorporation of iPads in the classroom to supplement more traditional teaching
- Pastoral support – via the school's Parent Support Worker and/or the Year Managers
- Multi – agency support
- Support for persistent absentees - Attendance officer , Pastoral Support Assistant
- Access to extra-curricular provision – e.g. support Music lessons, school visits, the Duke of Edinburgh Programme, trips and events
- Support with equipment, uniform and transport
- 'Raising aspiration' opportunities. Eg Junior Leadership Scheme at Leeds Beckett University

### **How we will ensure effective use of the Pupil Premium**

- The Head Teacher and Deputy Head Teacher responsible for disadvantaged students, in consultation with the Governors and staff will decide how the Pupil Premium is to be spent for the benefit of the entitled pupils. A school Pupil Premium Strategy will be drawn up each academic year and reviewed periodically to check efficiency.
- The school will regularly assess what additional provision should be made for the individual students.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The responsible Deputy Head Teacher will report to the Governing Body and parents on how effective the strategy has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will monitor, evaluate and track the impact of the interventions put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children. This will take the form of monitoring and evaluating the progress students are making at each assessment point in the school year, and through external examinations. We would expect to see Pupil Premium students performing in-line with their non-eligible peers.

### **Reporting outcomes**

It will be the responsibility of the Deputy Head Teacher to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged students
- An outline of the provision made during the term since the last report
- An evaluation of the cost effectiveness, in terms of the progress or development made by the students receiving a particular provision. The governors will ensure that there is a Pupil Premium Strategy and that this, including expenditure reporting, is published annually on the school's website.