



## **Pupil Premium Policy**

### **1. Purpose**

1.1 The purpose of this policy is to clarify how the school will allocate Pupil Premium Funding within The Reach Free School in the context of Government policy.

### **2. Aims**

2.1 This policy aims to support pupils and will give guidance on how to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

### **3. Statutory Framework**

3.1 The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

3.2 Pupil Premium has been allocated to the school and is clearly identifiable in the school budget. It is for schools to decide how the Pupil Premium Grant is spent, as the Government believes schools are best placed to assess the additional provision that should be made for the individual pupils at each school.

3.3 Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.

3.4 The level of Pupil Premium funding for 2018/19 is £935 per head for pupils in Year 7 to Year 11. Children Looked After defined in the Children Act 1989 receive £2,300 per head in funding. Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Children or in receipt of a child pension from the Ministry of Defence receive £300 per head in funding.

### **4. Eligibility**

#### **4.1 Ever 6 FSM**

The Pupil Premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018

#### **4.2 Children adopted from care or who have left care**

The Pupil Premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-CLA in these conditions of grant.

#### **4.3 Ever 6 service child**

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 school census.

The grant will be allocated as set out in sections 5, 6 and 7 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 10 to 15 as recorded in the January 2018 school census.

## 5. Vision Statement

5.1 At The Reach Free School we strive to meet the needs of every pupil. The core of our ethos is to personalise the education of every pupil in order for them to maximise their potential and realise their dreams and aspirations.

5.2 We aim to ensure that every pupil progresses through The Reach Free School excited about their learning and leaving with a growth mindset, able to fulfil their potential. We want to equip them with confidence, courage, patience, resilience, a passion for education, a willingness to help their community, and to champion respect and kindness at all stages of their future lives.

5.3 We strive to:

- Identify the unique circumstances of each individual pupil that may present barriers to learning and prevent development of their full potential.
- Provide opportunities for all of our pupils to engage in their learning and to acquire the skills and knowledge they need for future success
- Use the Pupil Premium imaginatively and effectively to ensure that economic disadvantage for some pupils is not a barrier to success
- Work with parents, guardians and carers throughout the year to make sure that all eligible pupils have been identified
- Create and maintain a high profile of Pupil Premium pupils amongst staff as a key accountability group
- Work with staff, parents, guardians and carers, the Pupil Premium Link Governors and other members of the Governing Body to ensure that all eligible pupils make expected or better than expected progress through high quality teaching and meaningful feedback
- Track the progress of Pupil Premium pupils regularly, identify any barriers to learning and adjust interventions where required
- Share best practice regarding Pupil Premium spending with other secondary schools to ensure the best pupil outcomes
- Improve the range and quality of the overall learning experience for Pupil Premium pupils, including enrichment opportunities

## 6. Mission

6.1 We expect all members of our school community, particularly staff and Governors, to be committed to raising standards and narrowing the attainment gaps for our Pupil Premium pupils. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium Funding to support any individual or group of pupils that the school has legitimately identified as being socially disadvantaged.

6.2 To help us achieve the vision outlined above, we have agreed the following:

- Funding will be ring-fenced so that it is always spent on target groups of pupils
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels
- Analysis will be undertaken to identify where pupils are underachieving and why. The use of research, including the Education Endowment Fund's Teaching & Learning Toolkit, will inform spending decisions
- Assistant Teachers and other staff will be highly trained and understand their accountability for pupil achievement and wellbeing
- Our focus will be on high quality teaching, rather than solely relying on intervention to compensate

- All classroom based staff will be aware of the Pupil Premium pupils in their classes so they can take responsibility for their progress
- Strategies and interventions will be put into place for improving attendance, behaviour or family links if there is an issue
- Pupil progress meetings/performance management meetings with staff will always include discussions about Pupil Premium pupils and concerns discussed with the Pupil Support Coordinator and Deputy Head of House
- Ensuring pupils receive effective feedback about their learning
- Provide counselling/mentoring sessions with pupils who are finding school life difficult
- Provide subsidies for trips so opportunities are open to all

## **7. Long-term goals**

7.1 Some of our strategies that have the most impact on improving outcomes for pupils are those that have been given careful thought. At The Reach Free School we always like to plan ahead; below are some of our future plans for Pupil Premium.

- Data will continue to be tracked and analysed for Pupil Premium pupils, and the school will continue to look at trends to understand the evidence for which interventions work and which do not
- Take long-term approaches to improving outcomes and closing the gap, and not just focus on 'quick wins'
- We will continue to put in a wide range of support for pupils who have barriers to learning, such as attendance, behaviour, family circumstances and resources to support learning at home or at school
- Raise the profile of the Pupil Premium Grant and our disadvantaged pupils amongst staff
- Continue with the successful Franklin Scholars programme and introduce Post 16 mentors
- Staff to be advocates/mentors for Pupil Premium pupils
- Encourage University visits
- Establish 'progress review meetings' panels consisting of a member of SLT/Head of House, Pupil Support Coordinator, Heads of Departments and Lead Teachers, teaching staff and Assistant Teachers to analyse the progress of all pupils
- Increase parental engagement to facilitate support for Pupil Premium pupils

## **8. Roles and Responsibilities**

We expect all members of our school community, particularly staff and Governors, to be committed to raising standards and narrowing the attainment gap for our disadvantaged pupils.

### **8.1 The Headteacher and Senior Leadership Team**

The Headteacher and the Deputy Headteacher responsible for Inclusion alongside the Pupil Support Coordinator are responsible for implementing the policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of the disadvantaged pupils who attend. They will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through the performance management process, they will make sure narrowing the gap is a priority area of focus for the school.

The Pupil Support Coordinator has day-to-day responsibility for coordinating the implementation of this policy and monitoring outcomes. The Pupil Support Coordinator will work together with the School's Admin and Finance Manager and will monitor the use of the Pupil Premium Grant.

#### **Heads of Departments and Teaching Staff will:**

- Understand and accept that it is their responsibility to maximise the potential of every disadvantaged pupil they work with

- Adopt a “solution-focused” approach to overcoming barriers
- Analyse data so they are fully aware of strengths and weaknesses of every Pupil Premium pupil they work with and deploy interventions to maximise progress
- Build positive relationships with pupils: staff will know where pupils are on their learning journey and understand how they can accelerate their progress
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances with “low ability”
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support Pupil Premium Pupils in their class by differentiated planning and teaching
- Plan and include opportunities within the lesson for pupils to grow, to make progress and celebrate successes

## 9. Monitoring and Review

9.1 This policy will be monitored by the Governing Body and reviewed every two years or when there are changes to the national Pupil Premium policy.

**Created:** January 2017

**Revised:** February 2019

**Ratified by the Governing Body:** January 2017

**Last Reviewed:** February 2019

**Next Review:** January 2021

<b>Change History</b>	<b>Change(s) Made</b>	<b>Author</b>
V1.0	Policy created	JKE
V1.1	Minor adaptations including wording and dates to reflect changes in school staffing structure	ASM