

QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

Pupil Premium Policy

Review:

Title of Policy	Pupil Premium Policy
Review Cycle	Bi Annual
Policy prepared by	Mrs S B Dean
Committee responsible	The Academy Committee
Date of review	21st May 2021
Next Review	May 2024

1. Introduction and Purpose

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school Community for how we are using this additional resource to narrow the achievement gaps of our pupils.

New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

2. Scope

Who are Pupil Premium students?

Pupil Premium students include:

- children from low income families who are registered for Free School Meals (FSM), or who have been registered for Free School Meals at any point in the last six years (known as 'Ever 6')
- children that are in care
- children who were looked after immediately before adoption, being placed on a special guardianship or residence order (Pupil Premium Plus)
- children of armed service personnel or whose parents have been in the armed service personnel at any point in the last 4 years (known as 'Ever 4 Service')

Pupil Premium Plus

Post-Care Children (post-Looked After Children)

From July 2014 all children adopted from care in England are eligible for Pupil Premium. Post LAC pupils will be eligible for Pupil Premium Plus funding.

A child should be recorded as post LAC where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order (*Pupil Premium 2014 to 2015: conditions of grant, February 2014*).

Updated eligibility criteria for Pupil Premium Plus

From academic year 2014/15, state maintained schools (funded by the local education authority) and non-maintained special schools (not funded by the local education authority) will attract the Pupil Premium for children:

- that were adopted from care in England (including those adopted before December 2005);
- that left care under a Special Guardianship Order (under the Children Act 1989);
- that left care under a Residential Order (under the Children Act 1989);
- are in Reception to Year 11;
- where the parent self-declares their child's status to the school, providing supporting evidence (e.g. Adoption Order); and
- where the school records on the School Census that it has a child on roll who meets the above criteria.

Why are children adopted from care and those who leave care under a Special Guardianship or Residential Order eligible for Pupil Premium Plus?

All adopted children have experienced loss and many experienced trauma in their early lives. 70 per cent of those adopted in 2009-10 entered care due to abuse or neglect. Adoption offers bright futures for children from care, but it does not erase their past.

Research indicates that post care children need more support than their peers and the majority of parents have said their child is always trying to catch up in school and make up for their early life experiences.

Adopted children's early experiences can have a lasting impact, particularly at school. Therefore Queen Elizabeth's School has a vital role to play in helping these children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.

3. Responsibilities and Procedures

All members of staff and Academy Committee Members accept responsibility for ensuring that pastoral, social and academic opportunities meet the needs of all students. It will be the responsibility of the Headteacher to share all information relating to Pupil Premium with the Academy Committee Members.

It will be the responsibility of the Pupil Premium strategic leader to produce regular reports for the Academy Committee on:

- The progress made towards narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of cost effectiveness, in terms of progress made by the students receiving particular provision, when compared with other forms of support

The Academy Committee Members of the school will ensure that there is an annual statement published on how Pupil Premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The Academy Committee Members will ensure that a link member liaises with the Pupil Premium Strategic Leader to review the school monitoring and evaluation process for assessing the impact of individual Pupil Premium funded strategies.

The range of additional provision will include:

- Facilitating students' access to education
- Facilitating students' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and mentoring

To support our Pupil Premium students at Queen Elizabeth's School we will:

- ensure that pupil premium students receive quality first teaching, by allowing them access to the best teacher that will meet their individual needs.
- ensure that during the transition process consideration is given to the tutor Pupil Premium students are allocated, to enable careful selection of tutor to match the needs of the individual.
- ensure that Pupil Premium students have access to support with their homework in each faculty area.
- recognise that Pupil Premium students may need to access support and provision from the QE Hub
- ensure that appropriate provision is made for students who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed; children who meet the Pupil Premium criteria are given priority.
- recognise when making provision for socially disadvantaged students, that not all students who receive free school meals, Looked after Children, Post Looked After Children or Children of Armed Forces Personnel will be socially disadvantaged.
- encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and endeavour to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- recognise that not all students who are socially disadvantaged are registered or qualify for free school meals, are Looked After Children, Post Looked After Children or Children of Armed Forces Personnel. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students that the school has legitimately identified as being socially disadvantaged.
- allocate Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all students receiving free school meals, Looked After Children, Post Looked After Children or Children of Armed Forces Personnel will be in receipt of Pupil Premium interventions at any one time.
- all of our work through Pupil Premium will be aimed at accelerating progress of students of all abilities to achieve their highest levels.

To support our Pupil Premium Plus students at Queen Elizabeth's School we will:

- inform parents/carers of how to self-declare their child's status (data collection sheet) to the school, and how to provide supporting evidence (e.g. Adoption Order).
- record all children on roll who meet the post-looked after criteria on the School Census
- ensure that parents/carers, governors, staff and others are made fully aware of the attainment of pupils covered by Pupil Premium Plus.
- develop close working relationship with the family of post looked-after children through a termly meeting with the Pupil Premium strategic leader to monitor progress, plan support where necessary and raise and discuss any concerns
- seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
- track the impact of the strategies 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
- ensure the Pupil Premium Plus funding be used for the benefit of the individual post looked after child's educational needs.

- Consider using the Pupil Premium Plus to fund literacy/numeracy support, school trips, after-school activities, access to specialist services, or any interventions or services that improve outcomes. The purchase of Sports, IT, Musical or Arts equipment or clothing that encourages participation and the development of new skills.
- also in rare cases, where post-looked after pupils do not have personal access to a laptop at home, consider purchasing one for them, to assist with their studies. IT equipment will be determined at the discretion of the school, in consultation with the parent/carer.
- aim to be creative in the use of this funding, recognising the importance of improving confidence, self-esteem, development of personal skills, and engagement of pupils in education, as well as supporting their learning and achievement of academic targets.

Examples of what the Pupil Premium and Pupil Premium Plus may be spent on include:

- Increased transition support from Middle to Upper school
- Additional careers advice for FSM
- Small group literacy and numeracy support.
- 1 to 1 mentoring programmes
- Support with compulsory curriculum trips
- Bespoke revision support and preparation for exam workshops for Year 11 pupils
- Subsidised school uniform
- Access to independent study resources like GCSE pod, Doodle and Tassomai
- Purchasing resources and equipment for FSM
- Supply of revision books and access to ICT
- Targeted teaching assistant work
- Enterprise/PSHE and Motivational days
- Support with materials to facilitate the DT curriculum
- Music lessons subsidy

Success Criteria and Outcomes

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. The success of the strategies we employ for the use of Pupil Premium funding will be monitored, evaluated and reviewed through the school development plan.

The success criteria for the Pupil Premium Policy are:

- Identifying Pupil Premium funding clearly and separately in the school budget
- Having an effective system for identifying, assessing and monitoring students
- Identifying timely intervention and support for socially disadvantaged students
- Ensuring the vast majority of socially disadvantaged students meet their individual targets
- Working towards effective parental and pupil engagement
- Having a whole school approach
- Creating a positive atmosphere in which students are valued as full members of the school community and their differences recognised; developing confident independent learners

Disseminating the policy

This Pupil Premium policy, along with the details of actions, will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- as appropriate in the termly newsletters for parents and carers
- as a summary in the school brochure

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

Links to other policies

This policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils. We will, however, ensure that information about our responsibility under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but who are not covered by the Pupil Premium, is also included in key documents such as our school development plan, self-evaluation review, school prospectus, school website and newsletters. This policy also links to a number of other school policies including

- Oversubscription criteria
- The Looked After Children policy
- The Uniform Policy

Appendix: Staff roles and responsibilities

<p>Head of Faculty/Head of Department/RSL</p> <p>Check all teachers in their subject know who their PP students are (photos)</p> <p>Use SISRA to monitor progress of the PP students in their subjects. Tracking sheets to include PP from day one and monitor progress of PP</p> <p>Decide on interventions and record them. Impact of intervention must be monitored throughout and evaluated/altered</p> <p>Standing item on Faculty agenda to focus on PP and other vulnerable students e.g. SEN, CiC</p> <p>Pyramid Meetings PP as an agenda item to identify strategies and ensure a good handover so we minimise the transition dip and this does not impact on progress</p> <p>Learning walks and work scrutiny must include PP</p>	<p>Subject teacher</p> <p>Know who their PP students are</p> <p>Seating plans must include PP, SEN and More able</p> <p>Pro-actively encourage and include PP in all interventions</p> <p>Liaise with RSL HoF on the collation of attendance at any intervention offered</p> <p>Teacher should work with TAs to encourage PP students in their learning rather than task completion</p> <p>Homework support may be needed. This is to be offered as an alternative to House lunchtime detentions</p> <p>Use SISRA to monitor progress of the PP students in their classes and take responsibility to accelerate the progress of PP even if they are meeting targets.</p>
<p>Head of House</p> <p>Check that tutors in their teams know who their PP are Heads of House aware of all PP students from Year 8 transition information. Transition support in place if needed e.g. extra visits</p> <p>Establish good relationships with home for all PP students</p> <p>Monitor attendance and behaviour of Pupil Premium students in their House and put interventions in place, with support from the Attendance Officer</p> <p>Impact of intervention must be monitored throughout and evaluated/altered</p> <p>Awareness of destinations for all PP students</p> <p>Ask at initial meetings with parents to identify if FSM (Ever 6), Service, LAC, adopted – discretion needed- pass on to M Palmer or SBD. Inform teachers</p> <p>Work scrutiny to include PP students</p>	<p>Tutor</p> <p>Know who their PP tutees are</p> <p>Monitor attendance of individual tutees and make contact with home re: attendance concerns</p> <p>Connexions/other interview in Year 9 to inform option choices</p> <p>Connexions/other interview in Year 11 to inform destination at Post 16</p> <p>Check tutees have access to computers/internet</p> <p>Have enhanced communications with PP parents e.g. letters home, phone call and email with key information, particularly promoting attendance at Parent’s Evening and support with making appointments</p> <p>Alternative and or additional meetings with parents to monitor progress may be required</p>

Where the support below is not allowing the student to make adequate progress a referral to the QE Hub will be made.