

## 1.0 Introduction

In the financial year, 2017 – 2018 Helsby High School will receive £153,900 of a Pupil Premium Grant (and £1,500 Service Grant).

The DfE has given us the freedom to use the Pupil Premium Grant as we see fit, based upon our knowledge of our students' needs. However, we as a school are accountable for the use of this additional funding.

### **Free School Meals (Ever 6)**

The Pupil Premium Grant is additional funding, which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM').

### **Looked After Children**

Students in care, who have been looked after by local authorities for more than 1 day also continue to qualify for the Pupil Premium Grant. They would still qualify for the funding if they have left local authority care because of any of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

This part of the Pupil Premium Grant is managed by the Virtual Headteacher of the local authority where the student is looked after and is not part of the overall Pupil Premium Grant that is sent directly to the school. This money is sent to the school once a PEP (Personal Education Plan) has been sent and approved by the Virtual Headteacher.

### **Context**

The Pupil Premium Grant is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and other students.

The Pupil Premium was initially introduced in April 2011. The table below represents the Pupil Premium allocation throughout the school at all key stages for this academic year:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900

## 2.0 Aims

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

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

We are aware that, under The School Information (England) (Amendment) Regulations 2016, Schedule 4, there is specified information which has to be published on a school's website.

Section 9 of this regulation requires that schools publish the amount of the school's allocation from the Pupil Premium Grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

### 3.0 Decision Making Policy

In making decisions on the use of the Pupil Premium Grant we will:

- Ensure that Pupil Premium Grant funding allocated to Helsby High School is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- Use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used the Pupil Premium Grant, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of the Pupil Premium Grant by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming the Pupil Premium Grant. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of the Pupil Premium Grant does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium Grant, by the school and governing body.
- Recognise the fact that disadvantaged students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way.
- Use the Pupil Premium Grant for all year groups not just those taking examinations at the end of the year.

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1 Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit

<http://educationendowmentfoundation.org.uk/toolkit/>

#### 4.0 Policy Development

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equalities Policy.

The overlap with our Equalities Policy is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. For some of these students, especially minority ethnic, English is an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium/Disadvantaged Students Policy, we have also taken into account the Ofsted Inspection Framework September 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

#### 4.0 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 gaps for our students.

##### 4.1 The Headteacher and The School Leadership Team

The Headteacher and Senior (Extended) Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through appraisal arrangements, they will make sure narrowing the gap is a priority area of focus for the school.

It will be the responsibility of the Deputy Headteacher/Assistant Headteacher (Pupil Premium Champion) to include the following information in the termly monitoring and evaluation report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An outline of the provision that has been made since the last annual report

The School Business Manager, will monitor the use of the Pupil Premium Grant on a regular basis to track the allocation and use of Pupil Premium funding. He will also check to see that it is providing value for money.

##### 4.2 Teaching and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',

- Promote an inclusive and collaborative ethos in their classrooms which enables students from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of underachieving.
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.
- Keep accurate and up to date records on student attainment to evaluate the impact of Pupil Premium Grant spend within their area of responsibility

#### 4.3 Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The Curriculum and Welfare Committees are responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium Grant. In monitoring and evaluating the work of the school in relation to the Pupil Premium Grant, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium Grant has been used to address the issue of narrowing the gaps in our school and the impact this has had.

#### 4.4 Key Contacts

Headteacher  
Deputy Head of School  
Assistant Headteacher (Key Stage 4 Leader) and Pupil Premium Champion  
Lead Governors on Pupil Premium

#### 5.0 Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium Grant will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium/Disadvantaged Students Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having on narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation<sup>2</sup>.

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[http://educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_Diy\\_Evaluation\\_Guide\\_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_Diy_Evaluation_Guide_(2013).pdf)

## 6.0 Disseminating the Policy

This Pupil Premium/Disadvantaged Students 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

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

## 7.0 Appeals Procedure

Any appeals against this policy can be made through the governor's complaints procedure.