**Redundancy & Restructuring Procedure**

**A Model for Academies**



**Pupil Premium Policy**

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**Pupil Premium Policy**

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**Pupil Premium Policy**

1. **Shenfield High School Statement:**

Learning for Life

The effective use of the Pupil Premium grant seeks to give all students, and in this case the most disadvantaged students, access to additional support to enhance the process of their lifelong learning journeys. The use of the grant seeks to meet their learning needs, ensure achievement and to close the progress and attainment gap between Pupil Premium students and all other students.

1. **Background and Legal Context**

The most important factor in predicting a child's future attainment is prior attainment. However, according to research, the next most important factor is social disadvantage, and in particular poverty. Material deprivation can influence educational outcomes by reducing the educational resources and opportunities that a family can provide, and by adversely affecting the home environment. Deprivation is commonly associated with other factors, which can influence children's educational outcomes such as ill health, stress, low levels of parental engagement in education, low levels of cultural and social capital and low aspirations.

As a result, there is a national gap between the attainment of students from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Grant introduced by the government in April 2011 in order to help schools close the gap. Entitlement to free School Meals (FSM) is used as proxy for deprivation. A fixed amount is allocated to each school for each student Y7 - 11 registered for FSM at any point in the last six years (known as Ever 6 FSM). Schools also receive additional funding for students who have been Looked After, children of Service Personnel and children known to have been adopted from care. This is known as Pupil Premium Plus.

The Department of Education has stated that 'schools are free to spend the PPG as they see fit', and that schools will be accountable for this spend.

Shenfield High School is held accountable for this measure by the following means:

The annual reports on the pupil premium spend that schools are required to publish online. Shenfield High School holds two related documents on our website – a review of the impact of the strategy from the previous year, and this year’s strategy. Both are updated annually and agreed by the governing body.

Termly Pupil Premium Reports to the governors via The Standards and performance Committee.

The performance tables, which show the performance of disadvantaged students compared with their peers.

The Ofsted Inspection Framework.

1. **Principles for deciding what to spend the PPG at SHS?**

We have high expectations of progress and attainment for all of our students. Each department sets expectations of students in each assessment and records the progress of students against those expectations via our assessment record keeping system called Go4Schools.

If a student consistently fails to meet expectations across 3 or 4 or more subjects, their barriers to progress will be reviewed and addressed by Progress Boards and Progress Leaders **apposite** to each year group. This means that students who do not meet expectations in this way may be Pupil Premium students, or may not, but those who are will be referred for further scrutiny and support to the team that monitors the PPG spend and the progress of students from this particular grouping.

We do not equate deprivation with low ability, and we understand that not all students who qualify for FSM are socially disadvantaged, and not all socially disadvantaged students qualify or are registered for FSM. We therefore focus on expected progress of all students and needs that may become apparent or change during their enrolment with us.

Research (particularly The Sutton Trust), expects that trialling and self-evaluating strategies in order to allocate funding to activities are more likely to have a positive impact on attainment, attendance, behaviour and well-being of disadvantaged students. All four indicators are seen as essential for giving students every opportunity to acquire the skills required for 'Learning for Life', and we acknowledge that students that attract the PPG may well start our school with a deficit in at least one of those named areas. Therefore, we provide a variety of data aimed at tracking the progress and attitude to learning of students, with the aim of providing swift and apposite intervention as and when it is required throughout the student’s time at school with us.

In providing support, we do not socially isolate students. It is therefore policy to ensure that nearly all additional support and intervention provision will be a mix of PPG eligible and non PPG eligible students, for whom vulnerability has been identified by the school, and who will benefit from the same tracked interventions as PPG eligible students. The allocation of interventions to such students will be agreed by The Interventions Team led by the Deputy Headteacher, Student Wellbeing and Support.

1. **Roles and Responsibilities:**

The Governors’ Standards and Performance Committee will approve the plan for PPG spend in September of each year. This will be prepared by Deputy Headteacher, Student Wellbeing and Support, and following approval, will be published on the school website.

The governing body will hold senior and middle leaders to account for implementing the strategy and for evaluating the impact of the strategy on the achievement of targeted students.

The designated governor is responsible for ensuring that the PPG is used to support students within the context of this policy, and to receive impact reports in the evaluation of the spend at the Standards and Performance Committee.

The Deputy Headteacher, Student Wellbeing and Support retains overall responsibility for leading the PPG strategy, including evaluating the impact of the support programme, and use the evaluation to adjust strategies where and when required. These findings will be discussed at the Standards and Performance Committee annually or as required by the data.

Team Leaders are responsible for the progress of all students within their cohorts and subject areas, and will contribute to the reports to the governors via preparation and analysis of progress data entries for each year group. In addition, they will record in their Team Improvement Portfolio any intervention designed to improve the progress of individuals and groups identified as not meeting expectations in their subject areas. They will evaluate these interventions and provide information to the team leading on the PPG spend when required.

All staff are expected to have an in depth knowledge of all the students they teach, especially students with SEN, Gifted and Able students and Pupil Premium students. They are responsible for the progress of all students they teach, with particular focus on the above groups. Where barriers to learning are recognised as financial or across a number of subjects, staff can apply for funding to help alleviate those barriers via the Deputy Headteacher, Student Wellbeing and Support. It is the evaluation of this spend that will be sought as required in order to monitor the impact of such spend and to adjust future spends were necessary.

**Evaluating impact**

The evaluation of the PPG strategy will be monitored and evaluated against the following:

Short term:

At each Progress Board there will be a clear consideration of the progress that students have made in that cohort. Teaching staff and team leaders will forensically consider renewed interventions for every student who is not achieving expected levels of progress and with poor attitudes to learning in each subject, discussing with their line manager and implementing catch up strategies for each individual student, particularly focusing on SEN, Gifted and Able and Pupil Premium students.

The school measures Attitude to Learning based on behaviour for learning in the classroom, how prepared students are for learning in terms of equipment, and their engagement in our PREP strategy designed to help learners express themselves as independent and curious learners. We recognise that there may be additional barriers in this measurement for disadvantaged students, and therefore, part of our strategy is to understand whether students in this group need more support in organisation, of having the correct equipment and access to PREP materials. We ask staff to be mindful of the fact that what is commonplace in some households, such as computers for example, are not necessarily commonplace in all households, and that when they are holding students to account for their PREP, they also need to make reasonable adjustments for accessibility to some students, and where necessary apply for funding in this regard from the PPG spend or to provide alternative means of accessing PREP materials.

Medium term

As a result of effective CPD, the skills and expertise of all staff will be enhanced, especially in relation to the identified groups above. Evaluation through subject TIPs show that teaching and learning strategies are producing faster progress for all students and in particular the identified cohorts. Student voice provides evidence of increased confidence and aspirations, greater involvement in learning and wider opportunities, and better understanding from students about how to achieve targets. Each subject conducts student voice regularly and log findings in their TIPs, which will be regularly reviewed by SLT via Line management meetings to monitor the effectiveness of all of our policies and procedures related to teaching and learning.

Long term

Where possible, barriers to learning will be alleviated and students entitled to PPG will be afforded opportunities to progress, where without intervention those opportunities might not have been identified and applied.

PP students will perform well against national averages and at least in line with similar schools to ourselves, always striving to narrow the gap between PP students and non PP students, given their starting points when they enter the school.

We will continuously review our strategies and look for ways to improve staff awareness of what disadvantage as measured by economic deprivation can mean for individuals and for these cohorts as a whole.

This policy has been prepared by Deputy Headteacher: Student Wellbeing and support and will be reviewed every two years.