

TELFORD PARK SCHOOL



The Telford Park School

PUPIL PREMIUM POLICY

Executive Headteacher	Mr S Carter
Head of School	Mrs H Rigby
Member of leadership team with lead responsibility for oversight and update of policy	Ms A Prosser - Director of Inclusion
Local Governing Body	Mr M Rogers
Date for policy review	September 2019

POLICY ON PUPIL PREMIUM

1. Introduction

The Telford Park School is committed to ensuring that all students achieve their full potential by providing outstanding classroom teaching where students make or exceed expected progress. This is underpinned by robust self-evaluation systems and processes.

Pastoral and academic teams ensure that any barriers to learning are quickly identified and additional intervention is carefully designed to meet individual needs. The government's 'pupil premium' is additional funding to enable schools to provide intervention, where necessary, for those students who take free school meals, are looked after or are from services families. All members of staff, governors and teaching assistants accept responsibility for socially disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment.

Background

The pupil premium is a Government initiative that targets extra money at students from deprived backgrounds, as well as students whose parents are serving in the armed forces. The premium is provided in order to support these students in reaching their potential.

The Government have used students entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per student, based on the number of students registered for Free School Meals. This fixed amount of money will increase every year under the current Parliament. The Government is not dictating how schools should spend this money, but our schools will employ strategies that will support students in increasing their attainment, and 'narrow the gap'. Schools are accountable for narrowing the gap.

2. Principles

2.1 Teaching staff, tutors, Heads of House and academic leaders carefully track the progress of pupil premium students.

2.2 The 'pupil premium' is available to students entitled to free school meals (FSM6), looked after children and children of services personnel. It is important to recognise that not all vulnerable and/or disadvantaged students are registered for FSM. Discretion will therefore be used in allocating pupil premium funding to students deemed by the school to be vulnerable and/or disadvantaged.

2.3 Pupil premium funding is not allocated to individual students. Funding will be used taking account of student progress data, priority groups or individual needs, which may change during the year. Consequently, funding will be targeted and strategic such that not all pupil premium students will be in receipt of a 'one size fits all' type of provision or intervention.

2.4 Whilst pupil premium funding is not ring fenced, it will be treated as additional funding focused on accelerating the progress of disadvantaged students to a level at least in line with benchmark data.

3. Provision

3.1 The primary focus will be to accelerate progress in core subjects, particularly English and Maths, through bespoke tuition, corrective reading and numeracy or small group work. All of these interventions are delivered by qualified staff.

3.2 Extra-curricular and enrichment activities which help students to engage with learning and build self-confidence and self-esteem.

3.3 Alternative provision, which may involve provision off-site and/or the use of other providers.

3.4 Resources for learning.

3.5 Anything else that may overcome obstacles to learning and/or improve examination outcomes.

4. Monitoring Evaluation and reporting

4.1 Academic leaders, led by the Director of Inclusion, will closely monitor the progress of pupil premium students using data to report to parents.

4.2 The DH (Student Progress) in collaboration with the Director of Inclusion will evaluate the impact of the bespoke tuition sessions and other forms of academic intervention. The Director of Inclusion will also provide an analysis of the impact of Reading and Numeracy intervention.

4.3 The Director of Inclusion will provide an analysis of the performance of pupil premium students.

4.4 The Director of Inclusion will prepare an annual report for governors and parents describing how the funding was allocated and the progress towards narrowing the gap for disadvantaged students.

4.5 The Director of Inclusion, DHs (Student Progress, Staff Progress and Relationships) will analyse the progress of pupil premium students via their Cluster links.

4.6 The DHs and Head of School will analyse the progress of all groups of students as identified through RAISE.

4.7 The School Business Manager will provide an annual statement outlining how pupil premium funding has been used. This will be available on the school website.

5. Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

5.1 Early intervention and support for socially disadvantaged children

5.2 The vast majority of socially disadvantaged children will at least meet their individual targets.

5.3 Effective parental - pupil - school support.

5.4 Having an effective system for identifying, assessing and monitoring pupils.

5.5 Having a whole-school approach.

5.6 Having a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

6. Review

6.1 This policy will be reviewed annually. It will next be reviewed in Sept 2019