



**Policy for:**  
**Pupil Premium**

Date Written.....April 2016.....

Date Reviewed.....April 2018.....

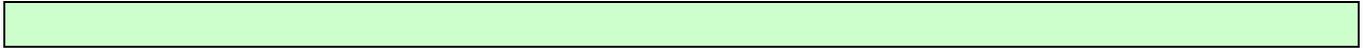
Next Review Date.....April 2019.....

Signed By: - .....*P. J. Derries*.....

Governor Responsible for.....Robert Curry.....

Headteacher: - .....Mrs Derries.....

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| <b>Date</b>       | <b>Review Date</b> | <b>Coordinator</b> | <b>Nominated Governor</b> |
|-------------------|--------------------|--------------------|---------------------------|
| <b>April 2018</b> | <b>April 2019</b>  | <b>Mrs Derries</b> | <b>Mr Curry</b>           |

We are aware that the Pupil Premium, which is aimed at children from Reception to Year 11 pupils, is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium effectively in order to raise achievement and narrow the gap between those children from low income families, looked after children, children whose parents are serving in the armed forces and their peers. We are aware of the challenges that face these vulnerable groups and are committed to addressing their needs to ensure that they have the best chance to fulfill their potential.

It is our intention to use the Pupil Premium funding from the main school budget and to target the groups of pupils that it is intended for. Also, the funding will be spent on strategies considered to be the most effective on raising achievement; these will include:-

- Additional support for work to build self-esteem, confidence or learning skills
- Aspiration raising activities that will benefit the child/young person's learning and development
- Extra learning resources that may support these pupils
- School organized residential trips that promote learning

We understand that we will be held accountable on how we use the Pupil Premium and that the achievements must be quantifiable. This will be done by using the school's performance tables to compare the achievement of Pupil Premium pupils with their peers, which has previously been through the use of Durham University P-Scale project data and individual tracking which can be compared to that of the other pupils within the school. We also complete a PSHE assessment on/with each pupil which provides us with a self-esteem indicator level which can be assessed and comparisons made between Pupil Premium pupils and their peers. Mrs Derries will report on this as part of the annual data analysis report to governors and staff, as well as parents.

By using pupil tracking data effectively we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

Every year we will publish online details on how we intend to spend our Pupil Premium allocation plus an evaluation of its impact from the previous year.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views, where appropriate as many of our pupils need support to express their views.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To raise achievement and narrow the gap between those children eligible for free school meals and their peers.
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data.
- To provide relevant support that is necessary in order to accelerate pupil progress.
- To work with other schools to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- the responsibility to ensure the Pupil Premium is used effectively in narrowing the gap between those children eligible for free school meals and their peers;
- appointed a member of staff to be responsible for analysing school performance data;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide strong leadership and have high expectations to raise achievement;
- use data effectively to identify children who are underachieving;
- put in to place effective strategies and interventions;
- evaluate the impact of these strategies and interventions;
- annually report to parents under the following headings:

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- A description of the Pupil Premium
- The total amount allocated for the current academic year
- How the money will be spent
- Statement comparing the effect of the expenditure with the attainment of those pupils eligible for the Pupil Premium

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- be responsible for the analysis and use of performance data across the school;
- manage the school's management of data, including all pupils progress, assessment and end of key stage data;
- be responsible for managing and ensuring the collection and input of all data relevant to standards across the school;
- interpret national, local and school performance data effectively to monitor standards of achievement across the school;
- use performance data to evaluate pupils' progress and, with appropriate colleagues, set targets for improvement for groups of children;
- use performance data to identify areas of strengths/weaknesses in teaching and with the Headteacher, take steps to address any weaknesses identified;
- monitor the provision for, and standards of attainment in, core subjects throughout the school, and take steps to address any weaknesses identified in core subject provision;
- ensure all teachers update pupil data in the pupil tracking system at the end of every half term or every term;
- provide training, guidance and support to staff on the use of assessment data and have the relevant knowledge and skills to make good use of assessment data;
- report to the Senior Leadership Team and Governors as required and advise where appropriate;
- carry any other duties as directed by the Headteacher as may from time to time be agreed in accordance with the nature of the job as described above;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;

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- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- use pupil data effectively;
- use support staff effectively;
- put into place a number of strategies and interventions;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

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- parents and open evenings
- parent-teacher consultations
- class assemblies
- school concerts
- fundraising and social events

- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

|   |   |
|---|---|
| ▪ Use of Data   | ▪ Target Setting  |
| ▪ School Improvement  | ▪ School Effectiveness                                    |
| ▪ Reducing the Impact of Poverty and Disadvantage on Pupil Attainment | ▪ Emotional Health & Wellbeing of Children & Young People |

|                                 |                      |              |            |
|---------------------------------|----------------------|--------------|------------|
| <b>Headteacher:</b>             | <i>P. J. Derries</i> | <b>Date:</b> | April 2016 |
| <b>Chair of Governing Body:</b> | <i>Robert Curry</i>  | <b>Date:</b> | April 2016 |

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**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|--------------------|
|              |                           |                     | ✓                       |                    |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
|  |        |                  |                |           |                   |                 |                        |

| Question  | Equality Groups |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    |      |   |    | Conclusion         |   |    |                    |   |    |     |    |    |  |   |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----|----|----|--|---|
|   | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Yes | No |    |  |   |
| Does or could this policy have a negative impact on any of the following?           | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS |     |    |    |  |   |
|   |                 | ✓ |    |            | ✓ |    |        | ✓ |    |                 | ✓ |    |                        | ✓ |    |      | ✓ |    |                    | ✓ |    |                    | ✓ |    |     | ✓  |    |  |   |
| Does or could this policy help promote equality for any of the following?           | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Y   | N  | NS |  |   |
|   | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    | ✓   |    |    |  | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Y   | N  | NS |  |   |
|   | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    | ✓   |    |    |  | ✓ |

|                   |   |
|-------------------|---|
| <b>Conclusion</b> | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
|-------------------|---|

| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
|------------------------------|------|-----------------------------|------|
|                              |      |                             |      |

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**Policy Evaluation**

| Points to be considered   | Yes | No | N/A | Please supply evidence |
|---|-----|----|-----|------------------------|
| • Policy annually reviewed  |     |    |     |                        |
| • Policy in line with current legislation                             |     |    |     |                        |
| • Coordinator in place  |     |    |     |                        |
| • Nominated governor in place   |     |    |     |                        |
| • Coordinator carries out role effectively                            |     |    |     |                        |
| • Headteacher, coordinator and nominated governor work closely        |     |    |     |                        |
| • Policy endorsed by governing body                                   |     |    |     |                        |
| • Policy regularly discussed at meetings of the governing body        |     |    |     |                        |
| • School personnel aware of this policy                               |     |    |     |                        |
| • School personnel comply with this policy                            |     |    |     |                        |
| • Pupils aware of this policy   |     |    |     |                        |
| • Parents aware of this policy  |     |    |     |                        |
| • Visitors aware of this policy                                       |     |    |     |                        |
| • Local community aware of this policy                                |     |    |     |                        |
| • Funding in place  |     |    |     |                        |
| • Policy complies with the Equality Act                               |     |    |     |                        |
| • Equality Impact Assessment undertaken                               |     |    |     |                        |
| • Policy referred to the School Handbook                              |     |    |     |                        |
| • Policy available from the school office                             |     |    |     |                        |
| • Policy available from the school website                            |     |    |     |                        |
| • School Council involved with policy development                     |     |    |     |                        |
| • All stakeholders take part in questionnaires and surveys            |     |    |     |                        |
| • All associated training in place                                    |     |    |     |                        |
| • All outlined procedures complied with                               |     |    |     |                        |
| • Linked policies in place and up to date                             |     |    |     |                        |
| • Associated policies in place and up to date                         |     |    |     |                        |
| <b>A statement outlining the overall effectiveness of this policy</b> |     |    |     |                        |
|   |     |    |     |                        |