

Netherhall School

An Ambitious, Caring Community



Pupil Premium Policy

Adopted by Netherhall School Governing Body

on Monday, 22nd August 2022

Signed:

A handwritten signature in black ink, appearing to read 'Neil Watt', is written over a horizontal line.

(Neil Watt, Chair of Governors)

Date by which the policy was last reviewed: Monday, 23rd August 2021

Anticipated review date: Monday, 21st August 2023

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and

orientation. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

This policy document sets out the school's aims, principles and strategies for the delivery of high-quality teaching and learning strategies and interventions across the curriculum to ensure that all disadvantaged students in all year groups either make or exceed the progress expected of them. It has been drawn up using information contained in the following documents:

- *The EEF (Education Endowment Foundation) 'Effective Teaching and Learning Toolkit' (Sutton Trust 2015), The EEF: Pupil Premium guide (updated, 2022);*
- *'A Guide for Effective Pupil Premium Reviews' (NCTL Jan 2015) by Sir John Dunford (Government Pupil Premium Champion).*

Background

Pupil Premium funding (PPF) was introduced by the government in April 2011 as a means of addressing underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It has since been supplemented by funding for any looked after child (CLA) and for children of personnel in the British armed forces. In 2012, the Government extended the funding to pupils who have been eligible for free school meals at any point in the last 6 years, calling this measure 'Ever 6'. In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Currently, the Pupil Premium funding stands at £985 per pupil. Those who are deemed to be Pupil Premium-plus receive a grant of £2,410 and Service Premium students are allocated £320. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need. Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll. However, schools are held to account for the impact of the decisions they make.

Aims

Netherhall School fully recognises that Pupil Premium funding bears no relation to the individual student's academic capabilities and, as such, will support lower, middle and higher ability students in whichever way is most effective to make or exceed the progress expected of them. This policy plays an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.

The school uses the implementation model suggested by the EEF to take a tiered approach to allocate Pupil Premium funding. Further detail is provided in the Pupil Premium Strategy Statement, available through the school website.

Pupil Premium funding is used to:

- *ensure all of our students, particularly those who are disadvantaged, receive a high-quality teaching and learning experience (T&L);*
- *provide additional educational support through intervention to overcome the identified barriers our pupils face, improve their progress and to raise the standard of achievement for these pupils (academic support);*

- narrow and ultimately diminish the difference between the attainment and progress of these pupils and their peers (academic support);
- provide for a student's spiritual, moral, social and cultural development (wider-school strategies).

Accountability

While the government believes that head teachers and school leaders should decide how to use the Pupil Premium, they do hold leaders accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers;
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the Pupil Premium;
- the reports for parents that schools have to publish online;
- ensuring that governors, including the link governor for Pupil Premium, hold the school accountable through regular scrutiny meetings with the members of the Senior Leadership Team, in which internal data is analysed and variations in the progress and attainment between Pupil Premium pupils and others are discussed.

Policy in action

Pupil Premium funding is clearly identifiable within the budget. The Assistant Headteacher with responsibility for Pupil Premium, in consultation with the Headteacher, governors and senior staff, decides how the Pupil Premium will be spent for the benefit of entitled pupils.

In accordance with the Education Endowment Foundation's Pupil Premium guide (<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>), we use a tiered approach to determine how the Pupil Premium is spent and provide a balance between spending on improving teaching and learning; spending on targeted academic support; and spending on initiatives designed to address significant non-academic barriers to success that are relevant to our school's context.

- We assess what additional provision should be made for the individual pupils.
- We seek to further develop and introduce strategies and interventions which can improve the progress and attainment of these pupils.
- We utilise mediums such as the detailed Pupil Premium Profiles to ensure that all members of the teaching and support staff have up to date knowledge of best practice when it comes to effective strategies to improve academic outcomes for students on the Pupil Premium register.
- We monitor and evaluate the impact of the strategies put into place through the funding and act to amend strategies that are unsuccessful.
- We hold regular meetings with governors, including individual meetings with the link governor for Pupil Premium, where Pupil Premium strategies and their impact upon individual students, particularly in relation to more advantaged pupils, can be rigorously scrutinised.

Through the Pupil Premium strategy statement and other supporting documentation, we publish online information about how we have used the Pupil Premium and the impact it has had on student outcomes, specifically at the end of Year 11.

The central role of high-quality classroom teaching

Any pupils who are falling significantly outside of the range of expected academic achievement are monitored by class teachers and department leaders, and suitable interventions are put in place. These may either be with the class teacher, department leader or a third party, such as enlisting pupils in the school-led tutoring programme, part of the government's response to the COVID-19 pandemic.

Based on the school's use of individualised Pupil Premium profiles and their own knowledge of the learner, the pupil's class teacher takes steps to provide differentiated learning opportunities that aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions are monitored, progress assessed and adjustments to differentiation made where necessary.

The Assistant Headteacher in charge of interventions is consulted as needed for support and advice and may wish to observe the pupil in class. From this, it can be determined which individualised approach the child will need going forward to support his or her learning and progress.