Arbour Vale School

Specialist Sports College

Pupil Premium Policy

September 2017

(Last Reviewed September 2017)

Background

The pupil premium grant is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

The government is not dictating how schools should spend this funding, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'; which refers to the educational attainment and achievement gap between disadvantaged pupils (those eligible for the Pupil Premium) and their peers. Arbour Vale School is accountable for narrowing this gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the Pupil Premium compared with their peers. This expectation applies to special schools where there is a focus on expected rates of progress in comparison to national data sets (progression guidance).

Objectives

1. The Student Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students
2. The funding will be used to narrow and close the gap between the achievements of these students and their peers.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Student Premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes an impact on their education and lives.

PROVISION

In order to meet the above requirements, the governing body of Arbour Vale School will ensure that the provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority is to focus on 'narrowing the gap' for those pupils not on track to achieve the individual targets set of them.

As part of the additional provision made for pupils who belong to vulnerable groups, the governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings, and planned and recorded intervention strategies. Governors also recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, not all pupils who are socially

disadvantaged are registered or qualify for free school meals. The governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

The range of provision will cover the following:-

- Facilitating pupils access to education
- Facilitating pupils access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention
- Facilitate individual pupil development.

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. Targets will be identified and evaluated annually and included in the school development plan. The success criteria are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental-pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community developing confident and independent learners

A member of the Leadership Team, currently the ASD and Vulnerable Pupil Lead in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged or vulnerable pupils, which will be monitored by the Governing body.

Reporting

It will be the responsibility of the ASD and Vulnerable Pupil Lead to produce a termly report for the Governor's on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The governing body will consider the information provided from the report in the light of the data relating to the progress of the school's socially disadvantaged/ vulnerable pupils in conjunction with national data sets.

The Governors of Arbour Vale School will ensure that there is an annual statement to parents and that it is available on the school website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

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 reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief and sex. 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 student and it helps to promote equality at this school.

Monitoring the effectiveness of the policy Review of Procedure

This policy and procedure shall be subject to periodic review and may be changed from time to time. The Governors and Head teacher have overall responsibility for the maintenance and operation of this policy.