Pupil Premium Policy

This policy should be read in conjunction with the school's annual Pupil Premium Strategy Statement, which details its previous year's Pupil Premium spend impact and sets out its plans for current expenditure. Click here to view.

Introduction

The DfE strongly believes that the English education system must be one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace. After prior attainment, poverty is the single most important factor in predicting a child's future.

The Pupil Premium Grant was introduced in April 2011 to provide additional support for Looked After Children (LAC) and children from low income families. The objective is to use the money to narrow the attainment gap that still exists between such students and those from more affluent backgrounds. Low attainment is due to a complex interaction of social and demographic factors. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide, and by adversely affecting the home environment.

The attainment gap between disadvantaged students and their peers has begun, very slowly, to close in recent years. However, the gap widens through a child's compulsory education and as such, has a bearing both on access to Higher Education and employment. At Rosedale College we aim to ensure that children by the end of the Foundation Stage all know, understand and can demonstrate the first skills of reading, writing and counting. Therefore, we aim to close any gap that may have occurred through pre school experiences.

What is the purpose of the Pupil Premium?

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged students.

Evidence shows that children from disadvantaged backgrounds:

- Generally face extra challenges in reaching their potential at school;
- Often do not perform as well as their peers.

The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the exam results they achieve. The pupil premium is not based on ability. Research shows that the most academically able students from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these students just as much as students with low results. To this end, Rosedale College is committed to supporting all students from disadvantaged backgrounds, regardless of ability.

Use of the pupil premium

It is up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their students' needs and use funding to improve attainment. Rosedale College has a clear plan for how it has allocated its current funding to support disadvantaged students. You can read this **here**.

Background

Since 1997 the government has tried to close the educational achievement gap between disadvantaged students and others in England and has had no success. The National College for Teaching and Leadership has offered modules and courses for teachers and leaders to learn how to address this issue.

'Closing the gap: how system leaders and schools can work together' by Simon Rea, Robert Hill and Dr John Dunford, (Isos Partnership Research Team April 2013) identified the following as suitable actions for schools to take:

Whole School Strategies – which benefit all students

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/ moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment for learning
- Effective reward, behaviour and attendance policies
- High quality learning environment
- Inclusive and positive school culture, underpinned by values and 'moral purpose' that all students will achieve
- Effective senior leadership team with ambition, vision, and high expectations of staff and all students

Strategies for underperforming students – which benefit free school meal (FSM) students and other under-achieving students

- Early intervention and targeted learning interventions
- One-to-one support and other 'catch-up' provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (e.g. breakfast and after-school clubs, including homework and study support) and multi-agency support

- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

Targeted strategies – which specifically benefit FSM students

- Explicit school-level strategy to identify and support FSM students e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools
- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

Tiered approach

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers. These form for the basis for Rosedale College's approach.

Teaching

Schools arrange training and professional development for all the their staff to improve the impact of teaching and learning for students.

Academic support

Schools should decide on the main issues stopping their students from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged students
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase students' confidence and resilience
- encourage students to be more aspirational
- benefit non-eligible students

Non-eligible students

Schools can spend their pupil premium on students who do not meet the eligibility criteria but need extra support. Schools can use the pupil premium to support other students, for example, if they:

- Are in contact with a social worker
- Used to be in contact with a social worker
- Are acting as a carer

What is the research about effective Pupil Premium spend?

In 2012, Ofsted undertook research into the impact of effective spend. Their findings were schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:

- Carefully ringfenced the funding so that they always spent it on the target group of students;
- Never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged students to achieve the highest levels;
- Thoroughly analysed which students were underachieving, particularly in English and mathematics, and why;
- Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement;
- Understood the importance of ensuring that all day- to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects;
- Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked;
- Made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping students to achieve;
- Systematically focused on giving students clear, useful feedback about their work, and ways that they could improve it;
- Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for students;
- Ensured that class and subject teachers knew which students were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress;
- Had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website;
- Provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning;

- Had a clear and robust performance management system for all staff, and included discussions about students eligible for the Pupil Premium in performance management meetings;
- Thoroughly involved governors in the decision making and evaluation process;
- Were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for students.

Rosedale College has used this research to inform its own activities.

In addition, The Sutton Trust and Education Endowment Fund have published their recommendations to schools, underpinned by research into the most effective uses of Pupil Premium. Their report endorses the school's tiered approach:

Teaching
Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support
Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.