



Policy on the use of Pupil Premium Funding

Adopted by Governors: November 2011
Updated February 2016

1. Introduction

The Staff and Governors of Carden are totally committed to ensuring that provision is made which secures the teaching and learning opportunities that meet the needs of all of the pupils so that all make maximum or accelerated progress, reach their potential and that we close the attainment gap between different groups of pupils.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in achievement and attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals or belong to the other specifically identified groups (see section 3). Therefore, 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 needing additional support to achieve improved outcomes in learning and/or well-being.

2. Provision

Carden is committed to excellence and the aspiration of high standards and closing the achievement gap. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. This is described in our 'Whole School Provision Map'. This is published in the policies section of our school's website (www.carden.brighton-hove.sch.uk)

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the principles stated in our provision map. These are:

- effectiveness and impact so that progress and achievement is maximised for every pupil
- flexibility
- fitness for purpose
- value for money acknowledging appropriate accountability
- equity
- inclusivity

Primarily pupil premium will be used to close the achievement gap. Pupil premium funding is targeted primarily at:

- children from low –income families who are known to be eligible for free school meals;
- children who are, or who have been, in receipt of free school meals in the last 6 years (ever 6 FSM);
- children who have been looked after (CLA) continuously for more than 6 months, and
- children whose parents are currently serving in the armed forces.

From April 2014, this funding extended to children who have been adopted, those on special guardianship orders and those children on a residency order.

However, pupil funded provision may well also be used to include other children who have been identified as ‘vulnerable’ or needing support to reach national attainment expectations. Such decisions will be at the head teacher’s discretion.

The school’s leadership team, through year phase leaders and inclusion manager will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children’s learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child’s needs at the time. The inclusion manager is also involved in this process. We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils’ progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in order to maximise the impact for the pupil through:

- facilitating pupils’ access to education
- facilitating pupils’ access to the school’s curriculum
- support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc.
- alternative support and intervention, arranged through a pupil’s parents, only where funds are available after securing the school’s own programme

Where it is considered that there is a need for alternative provision from external providers that complements the school’s offer, the head teacher will agree this following discussion and advice from colleagues and other relevant sources.

4. Monitoring and evaluating provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group attainment

and 'pathways to progress' meetings. This information is collated by the assessment leader into a brief headlines report which is then shared at the SLT and relevant governor meetings.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or audio recordings of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The governors' provisions and outcomes committee will have a monitoring oversight of the use of pupil premium funding and the provision it supports.

5. Reporting and accountability

It will be the responsibility of the Assistant Head Teacher/SENCO to monitor the allocation of pupil premium termly and to use as appropriate information on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- the teacher assessment data we collect e.g. phonological assessment, spelling, reading, writing and maths that demonstrates this
- comparative data for all none socially disadvantaged pupils by year group
- an outline of the provision that was made during 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

This will be reported verbally at the termly Curriculum, Learning and Achievement and Development and Resources sub- committee meetings and also to the full governing body.

In September of each year the Assistant Head Teacher/SENCO will provide an annual report to the Governors at their first autumn term meeting. This report will also be posted on the 'Pupil Premium' page of our school's website and signposted in the school newsletter.

This report will follow DfE and LA guidelines and will detail the following:

- the school's total pupil premium allocation for the preceding school year
- the number of pupils who received pupil premium funded support
- the value of the premium to each pupil
- the range of intervention support funded by the pupil premium and the cost of each type of intervention

- a statement on the impact of each intervention programme in each year group for those children receiving it with illustrative data on pupil progress where this exists
- an indication on how pupil premium will be spent in the forthcoming year and the rationale for these decisions
- when/if available from the DfE, comparative data showing our school's progress relative to other schools nationally through the modified national data

6. Complaints

It has been indicated by the DfE that it is intended that parents will be able to request access to their child's share of the premium. As the intervention programme the school implements will be planned in advance and will account for all of the funding available to the school for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions. Our policy, therefore, is that this will not be allowed. The Head teacher, possibly accompanied by a governor if considered necessary, will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual.

Any allegation, complaint, disagreement or appeal regarding the deployment of pupil premium funding will be considered by a panel of governors convened by the chair of governors, as necessary, for this purpose.

7. Review

This policy will be reviewed every 3 years as part of the school's cycle. However, this can be sooner to reflect new information, changes to what is required or changing circumstances within school.

(Updated 09/02/16 by Helen Longton-Howorth)