



RIDGEWOOD  
SCHOOL

# Pupil Premium Policy

<b>Policy: Pupil Premium</b>	<b>Effective Date: December 2013</b>
<b>Revision Number : 5.0</b>	<b>Revised: March 2020</b>
<b>Reviewable: As required</b>	<b>Author: AAHT - Data</b>

## Revision History

<b>Revision Number</b>	<b>Modifications</b>	<b>Date</b>
<b>1.0</b>	<b>Initial Policy</b>	<b>December 2013</b>
<b>2.0</b>	<b>General amendments</b>	<b>January 2015</b>
<b>3.0</b>	<b>General amendments</b>	<b>November 2017</b>
<b>4.0</b>	<b>Rework</b>	<b>November 2018</b>
<b>5.0</b>	<b>General amendments</b>	<b>March 2020</b>

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## **1. Aims**

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand it's purpose and which students are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

## **2. Legislation and guidance**

This policy is based on the pupil premium conditions of grant guidance (2019-20), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

## **3. Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students with parents in the armed forces.

The school will use the grant to support these groups, which comprise of students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.

## **4. Eligible students**

The pupil premium is allocated to the school based on the number of eligible students in Year 7 to Year 11.

Eligible students fall into the categories explained below.

### **4.1 Ever 6 free school meals**

Students recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes students first known to be eligible for free school meals in the most recent January census.

It does not include students who received universal infant free school meals but would not have otherwise received free lunches.

## **4.2 Looked after children**

Students who are in the care of, or provided with accommodation by, a local authority in England or Wales.

## **4.3 Post-looked after children**

Students recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

## **4.4 Ever 6 service children**

Students:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **5. Use of the Grant**

In accordance with our core value of Excellence, we are committed to every child:

- Receiving quality first excellent teaching
- Making expected or better than expected progress
- Having access to enriching extra-curricular learning experience

### *Our Responsibility*

- Quality first teaching for all students at Ridgewood underpins everything we do. Ridgewood School has a strong commitment to the continuous professional development for all staff, with training centred on evidence based best practice and collaborative working.
- Evidence based approach extends to identifying the most effective interventions for specific students, groups of students or whole school. The Disadvantaged Funding Strategy was created with the responsibility for allocating the pupil premium based on best practice and monitoring the impact of the pupil premium strategies.
- Many of the pieces of intervention that the Pupil Premium Grant is used for has been identified by the EEF (Educational Endowment Foundation) as one that yields positive results for students.

- Tutors and subject teachers, through their use of data and the Class Charts system, know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress.
- Improving the life chances of students who are eligible for Pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on this cohort of young people.
- Ridgewood School does not confuse Pupil Premium students with those who are low ability. Instead, the school focuses on supporting all students to achieve the very best outcomes, whatever the starting point.
- Leaders in school review the internal Creating Futures data (4 times a year), reporting and highlighting any Pupil Premium or vulnerable student who might be struggling or underachieving. This achievement data, coupled with attitudinal data, is used by all class teachers to plan and deliver quality first teaching.
- Excellent teaching is paramount but there is at times a need for focused intervention outside the mainstream classroom. Core members of staff are allocated to teach intervention groups when leaders in school direct them.

## **6. Roles and Responsibilities**

We expect all members of our school community, particularly staff and Governors to be committed to raising standards and narrowing the attainment gaps for our students.

### **6.1 The Headteacher and Senior Team**

The Headteacher and the Senior Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through the School Development Plan, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Headteacher to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

A named senior leader has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. This person has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. They know how to customise this research to fit the needs of our students and school context.

The Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

## **6.2 Teaching and Associate Staff will:**

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficulties and are in danger of falling behind
- Keep up-to-date with teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

## **6.3 Governing Body**

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Governing Body is responsible for ensuring the implementation of this policy.

Our Governing Body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

## **6.4 Virtual school heads**

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay

- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for

## **7. Monitoring and Reviewing the Policy**

Our work in relation to the Pupil Premium will be reviewed after each CF cycle to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies robustly as possible to ensure that the approaches we are using have the desired effect.

## **8. Disseminating the Policy**

This Pupil Premium Policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the Staff Policies folder and as part of induction for new staff

We will also use other methods and occasions such as Parents' Evenings and assemblies, as appropriate to share information about the Pupil Premium.

## **9. Appeals Procedure**

Any appeals against this policy can be made through the Governors' complaints procedure.