

# Pupil Premium Policy



## The Cottesloe School

<b>Policy Type:</b>	Non-Statutory
<b>Reviewed by:</b>	Mrs S Shotliff (Pupil Premium Champion), Mr S Clawson (Pupil Premium lead), Mrs N Hulland (Business Manager), Mrs L Chidley (Pupil Premium Governor)
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<b>Approved by:</b>	Strategy Committee - Jan 2025
<b>Last reviewed:</b>	Autumn Term 2022
<b>Next review:</b>	Autumn Term 2025 (sooner if legislation changes)

## **1. Context**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and children of service personnel. The Pupil Premium was initially introduced in April 2011 when the school received an additional £488 for each of their pupils eligible for free school meals. In April 2013 this was increased to £623 and following further increases currently stands at £1050 per eligible student. Looked-after children or previously looked-after children receive £2570 per eligible student. Children of service personnel receive a lower amount.

## **2. The Purpose**

The purpose of this policy is to outline how The Cottesloe School will ensure the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps for our students. New measures have been included in the performance tables and are published annually on a national level. They capture the achievement and progress of disadvantaged pupils covered by the Pupil Premium.

We are aware that under the School Information (England) (Amendment) Regulations 2012, Schedule 14 there is specified information which has to be published on the school's website. Section 9 of this regulation requires schools to publish "the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated". Through this Policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 2018 so that individuals or groups of individuals, including children funded by the Service Premium, cannot be identified.

## **3. How we will make decisions regarding the use of Pupil Premium**

In making decisions on the use of the Pupil Premium the school will:

3.1 Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct School Grant (DSG) has an element of deprivation funding included in it to address the attainment of disadvantaged pupils.

3.2 Use the latest evidence based on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students, with a focus on the Education Endowment Foundation (EEF) Guide to the Pupil Premium's findings.

3.3 Engage with the Buckinghamshire Challenge project to develop our Pupil Premium provision in line with best practice across schools in our area.

3.4 Be transparent in our reporting of how we have used the Pupil Premium so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been

implemented.

3.5 Encourage the take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the pivotal role that parents and carers play in the lives of their children.

3.6 Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of social circumstances.

3.7 Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium by the school and governing body.

3.8 Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such, the strategies or range of strategies the school uses to raise attainment will take their group or individual needs fully into account.

3.9 Use high quality teaching and learning as a preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist students who need additional support in a time-limited way.

3.10 Use the Pupil Premium for all Year Groups, not just those taking examinations at the end of the academic year.

3.11 Provide a Cottesloe Journey that can develop all student's cultural capital and personal development beyond academic study, irrespective of background.

#### **4. Development of the policy**

This policy has been developed in consultation with students, staff and governors and the belief that at The Cottesloe School aspirations are high for all our students and teachers will implement targeted interventions and support to ensure these aspirations are realised. The Ofsted Inspection Framework 2024 has also been taken into account; it places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

#### **5. Links to other documentation**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and progress for our disadvantaged pupils, the rigorous approach to this issue is also incorporated in the School Development Plan, SEF, monitoring process, school website and newsletters.

#### **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.

#### **7. Senior Leadership Team**

The Headteacher, along with the Senior Leadership Team, are responsible for implementing this policy. They will ensure that all staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through the School development process, they will make sure narrowing the gaps is a priority focus for the school.

It will be the responsibility of the Headteacher to include the following information in the termly report to the governors:

- The progress made towards narrowing the gap by Year Groups for disadvantaged students.
- An outline of the provision that has been made since the last report.
- An evaluation of the cost effectiveness, in terms of progress made by the students receiving a particular provision, when compared with other forms of support (using education endowment foundation toolkit).

The TLR Holder responsible for Pupil Premium has day to day responsibility for managing the implementation of this policy and monitoring outcomes.

The use of Pupil Premium funding will be monitored on a termly basis by the School Business Manager. The allocation and use of Pupil Premium funding will be recorded and checked to see it is providing value for money.

Teaching and support 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 their lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements in the pace of learning maintained.
- Support disadvantaged groups of students in their classes through differentiated planning and teaching, especially for those who find aspects of learning difficult and are at risk of making less than expected progress.
- Be aware of teaching strategies and research which have a proven track record in narrowing the gaps in progress and achievement.

The school will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role.

## **8. The Governing Board**

The governing board has an important role in ensuring the implementation of this policy. The governing body will keep the school's work in narrowing the gaps under review on a termly basis in order to 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 each academic year the governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had. This will be published on the school website before December 31<sup>st</sup>.

**9. Review** This policy will be reviewed annually.