

# Allerton Grange School



***'Aspire, Grow, Succeed'***

## Pupil Premium Policy

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Review cycle: 1 year

Next review: September 2021

## **PUPIL PREMIUM POLICY SEPTEMBER 2019-2020**

### **Statement of intent**

Pupil Premium students face many barriers to success. The biggest of these is the knowledge gap evident between them and their peers, a significant word gap and a gap in their access to social and cultural capital. It is our duty to address these issues and provide true and absolute equality for these students.

Allerton Grange School is committed to ensuring that all students achieve their full potential by providing an aspirational and rigorous knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility (the KLAS curriculum). This curriculum is designed to help students to know more, understand more, experience more and access more. With this shared cultural capital and consistent teaching to the top, Pupil Premium students stand to gain the most. It is critical that, regardless of circumstance, the highest possible standards will be achieved.

Pupil Premium is not simply a bolt-on extra, but is part of the DNA of all staff and governors at Allerton Grange. The moral purpose is simple; we have a duty to identify barriers quickly and ensure that they are addressed so that individuals and groups with Pupil Premium funding are supported to achieve the equality of opportunity, achievement and destination as their peers.

### **The Pupil Premium Grant**

Pupil Premium is a Government initiative whereby the school receives additional funding for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding. The Pupil Premium funding is provided in order to support these students in reaching their potential.

The Government does not dictate how schools should spend this money: *'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'* (DfE website)

Schools are accountable for narrowing the educational gaps between disadvantaged and non-disadvantaged students nationally; strategies will be employed at Allerton Grange not only to narrow this academic achievement gap, but also to narrow a much more holistic entitlement, including literacy, aspirational enrichment (including careers and destinations) and cultural capital.

The purpose of this policy is to outline the amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures.

## 1.0 Pupil Premium Funding at Allerton Grange

1.1 In the academic year 2018/19 the Pupil Premium Grant funding is available as follows:

Total Income	
£418,880	Basic PP Funding Received
£0	Service children
£11,566	Children Looked After/Adopted
£430,446	Total PP funding 2018/19

1.2 In the academic year 2019/20 the Pupil Premium Grant funding is available as follows:

Total Income	
£409,530	Basic PP Funding Received
£0	Service children
£4,600	Children looked After/Adopted
£414,130	Total PP funding

## 2.0 How Allerton Grange makes decisions regarding the use of the Pupil Premium

- 2.1. Funding is used in a response to needs of groups or individuals, and this will be targeted support in response to student data, priority groups or individual needs. Priority groups are (in order):
- Looked After Children (LAC)
  - Pupil Premium students with EHCPs
  - the Persistently Disadvantaged (over 80% of school life on FSM)
  - those currently on Free School Meals (FSM)
  - Pupil Premium students with SEND
  - other Pupil Premium students
  - Vulnerable students who may not be in receipt of FSM but who are clearly at a disadvantage, such as young carers.
- 2.2. Students with Pupil Premium funding are regularly tracked for progress, attendance, attitude to learning, literacy, engagement with enrichment activities (including university and relevant employer encounters), and destinations to ensure that their profiles are at least in line with that of their

peers. This information will be used to inform future spending of the Pupil Premium funding.

- 2.3. The latest evidence-based research is used to narrow existing gaps, such as the EEF Toolkit, to ensure that funding is spent in a way that will have the most impact, adapted to suit our setting. These proven strategies will also include Allerton Grange teaching staff's research findings on what works particularly well with our students. This research is used when assessing the cost effectiveness of Pupil Premium spending.
- 2.4. We use the KLAS curriculum as the primary driver for closing the gaps, accelerating learning and providing true social mobility. All teachers teach to the top and have true aspirations for all students. It is essential to remember that Pupil Premium does not mean low ability; it simply reflects a student's social and economic circumstances. This whole-school approach is designed to address the knowledge, attainment and enrichment gaps experienced by these students.
- 2.5. We use high quality academic and pastoral intervention or directed bespoke enrichment opportunities for students who need this additional support across a specified period of time. Pupil Premium students will take priority when putting together intervention groups. It is important to remember that Pupil Premium students are not a homogenous group and cover a wide range of needs, so the strategies in place to address these needs using Pupil Premium money must reflect this.
- 2.6. We remove economic and other barriers to learning and enrichment. This includes things like paying for instrumental tuition for all Pupil Premium students, providing equipment for learning (pens, pencils, rulers etc) and revision guides for all Pupil Premium students. We also subsidise theatre and other visits to ensure equality of opportunity.
- 2.7. As part of the decision making process, there is regular and robust monitoring and evaluation of the impact of Pupil Premium spending by both the school and the governing body. For all stakeholders, we report on this spending and impact annually so that this is transparent to the general public via the school website. The effect of pupil premium is measured in several ways, including through internal and external assessment results, student voice, destinations data, behaviour data, attendance data, aspirational enrichment engagement and, from 2019-20, this will also include engagement with universities, apprenticeships and employers.

### **3.0 Our Objectives**

- 3.1. Provide a highly aspirational knowledge-rich curriculum and additional support to raise the bar in knowledge, literacy, aspirational enrichment and cultural

capital, and thereby achievement, of our pupils in receipt of Pupil Premium and therefore increase their chances of social mobility.

- 3.2. Narrow the gap between the educational achievement of these pupils and their peers through the KLAS curriculum. This will address underlying inequalities between these pupils and others and remove barriers through equality of experience.
- 3.3. Ensure that the Pupil Premium funds reach the pupils who need them most.
- 3.4. Make a significant impact on the education and lives of these pupils.
- 3.5. Work in partnership with the parents of pupils, employers, universities and apprenticeship providers to collectively ensure high aspirations and strong future pathways.
- 3.6. Annually conduct a whole school audit to assess the impact of Pupil Premium spending on educational outcomes and on the wider development of pupils.

## **4.0 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, knowledge, literacy and enrichment gaps for our disadvantaged students through the KLAS curriculum.

### **(a) The Headteacher and the Senior Leadership Team**

- 4.1 The Headteacher, in consultation with the Assistant Headteacher (Pupil Premium), Director of Finance, governors and staff, will decide how funds are spent.
- 4.2 Every member of the Leadership Team is directly involved in improving the provision for LAC and students in the receipt of Pupil Premium funding. Leaders use their skills and expertise to champion the educational and pastoral needs of these students.
- 4.3 The Assistant Headteacher (Pupil Premium) is responsible for the formulation, publication and implementation of this policy and ensuring that staff are aware of their responsibilities towards LAC and PP students. This policy is to be produced annually and the impact of the PP strategy is monitored regularly and reviewed half-termly. Students will be tracked in all elements of KLAS and additional intervention work carried out where needed.
- 4.4 The Assistant Headteacher (Director of Learning) is responsible for ensuring the KLAS curriculum vision is established, the knowledge-rich curriculum is developed across the school and literacy work, including the word-rich environment, enhances the knowledge of the disadvantaged. Alongside the Assistant Director of Learning, he ensures that support and relevant CPD is provided to enable staff to be at their most effective in the classroom to benefit all students, but the Disadvantaged and LAC most of all.

- 4.5 The Deputy Headteacher ensures that the curriculum offer for the disadvantaged is individualised where needed and at least as ambitious as it is for other students.
- 4.6 The Assistant Headteacher (Pupil Premium) implements and monitors additional support for PP students with the help of Key Stage leads and Directors, the SENDCO, Curriculum Leaders, Careers Leader and any other additional staff. She regularly monitors and assesses overall impact of interventions employed using this funding in order to ensure that spending is relevant and effective.
- 4.7 The Assistant Headteachers (Directors of Key Stages 3, 4 and 5) create bespoke support plans tailored to individual LAC and individual or group PP student needs which involve collaborative working between different areas of staffing. This support could be educational or pastoral.
- 4.8 The Assistant Headteacher (Behaviour and Safeguarding) works with the pastoral team who conduct individual annual Wellbeing Meetings. These meetings identify young carers and other disadvantages as well as additional support needed. These individual meetings also find out potential ambitions for each student. Disadvantaged students are prioritised with these meetings.
- 4.9 The Assistant Headteacher (Behaviour and Safeguarding) will also work in conjunction with the Assistant Headteacher (Pupil Premium), the Attendance Manager, SENDCO and Year teams on intervention work to narrow gaps in attendance, attitude to learning, exclusions and isolations.
- 4.10 The Assistant Headteacher (Pupil Premium) also has a responsibility to support the aspirational enrichment of students through the school's extra-curricular programme, through trips and visits to enhance cultural capital and through a programme of university and employer engagement.
- 4.11 The Finance Director will ensure that Pupil Premium funds can be identified within the school's budget and that value for money is being achieved.

(b) **Curriculum Leaders**

- 4.12 Curriculum Leaders are responsible for designing the curriculum in a way that promotes equality for all and closes the knowledge and literacy gaps between Pupil Premium students and their peers.
- 4.13 Curriculum Leaders monitor Pupil Premium progress in their curriculum areas through regular formative and summative assessments and, where necessary, putting into place appropriate interventions to ensure that Pupil Premium students' knowledge and literacy skills at least matches that of their peers.
- 4.14 Some money in each curriculum budget is devolved from the Pupil Premium funds received by school. Curriculum Leaders are responsible for ensuring that Pupil Premium students are supported in their areas with this money by providing free revision guides, subsidising trips etc
- 4.15 Curriculum Leaders work in conjunction with the Assistant Headteachers (Director of Learning, Pupil Premium, KS3, KS4/5, Behaviour and Safeguarding), year teams and other members of staff to ensure that Pupil Premium students are in lessons and learning effectively.

- 4.16 Curriculum leaders, in conjunction with the Deputy Head and Assistant Headteacher (Pupil Premium), ensure that the curriculum offers equality of opportunity for pupil premium students. Numbers should be proportional for those studying triple sciences, languages, and the full EBacc.
- 4.17 Where setting exists, Curriculum Leaders should be aware of which groups Pupil Premium students are placed in to avoid a heavy concentration of Pupil Premium students in the lowest sets.
- 4.18 Pupil Premium students must remain a priority in curriculum areas and Curriculum Leaders should ensure that they remain a live agenda item and are subject to regular scrutiny and review.
- 4.19 The Assistant Headteacher (Pupil Premium) analyses the outcomes for students in receipt of funding and works with curriculum leaders to provide any necessary support.

**(c) Teaching Staff**

- 4.20 All teaching staff must be aware of which students in their groups are in receipt of Pupil Premium funding. They should ensure that knowledge and cultural gaps are filled through high quality teaching, regular formative assessment and intervention, where necessary.
- 4.21 When planning trips, cultural visits, or after school clubs, teaching staff should be aware of the number of Pupil Premium students attending. Care needs to be taken to ensure that finances are not a barrier to engagement. There should ideally be at least proportional representation for enrichment.
- 4.22 Where concerns arise, teaching staff should liaise with their Curriculum Leaders, Year teams, the Assistant Headteacher (Pupil Premium) and other staff as necessary in order for a more holistic, individualised approach to be taken.

**(d) Support Staff**

- 4.23 Priority is given to Pupil Premium students for annual well-being meetings, careers meetings, attendance support and so on. This will give the earliest possible opportunity to intervene and eliminate barriers.
- 4.24 Support staff should encourage Pupil Premium students to participate in aspirational enrichment events; this may include work directly with parents, especially with regards to attending PPE results evenings, parents' evenings and so on.
- 4.25 Most support staff work directly with Pupil Premium students; this focuses on removing barriers to engagement and supporting these students to succeed, whether this is with behaviour, attendance, academic learning, enrichment or destinations. This work also includes bespoke interventions for particular students.
- 4.26 The pastoral team have a significant Pupil Premium caseload and track isolation figures, behaviour, exclusions, attitude to learning, attendance, rewards and provide front line support enabling students to be present and learning in school.

**(e)**

**Governors**

- 4.27 The Pupil Premium Governor meets with the Assistant Headteacher (Pupil Premium) each term to review Pupil Premium work and impact.
- 4.28 In keeping with the departmental review timetable and alongside the Assistant Headteacher (Pupil Premium), the Pupil Premium Governor is involved in reviewing the impact of the KLAS curriculum on Pupil Premium students.
- 4.29 The Pupil Premium governor reports back to governors on the effectiveness of the Pupil Premium strategy in the school. This will be in conjunction with, and in addition to, the Assistant Headteacher (Pupil Premium)'s calendared reports.

**5.0 Potential Measures**

- 5.1. Providing 1:1 and small group work with experienced teachers to address specific knowledge gaps through each department's intervention programme.
- 5.2. Creating additional teaching and learning opportunities using HLTAs, Teaching Assistants and the behaviour and welfare team.
- 5.3. Employing a dedicated EAL coordinator and teaching assistant to design and implement support plans for students with English as an additional language.
- 5.4. Using a dedicated attendance team to monitor attendance of students in receipt of funding and provide any necessary interventions in order to prevent Persistent Absentees from developing.
- 5.5. Provide a strong careers programme through the use of teacher mentors, workplace, apprenticeship and university links.
- 5.6. Providing students with the opportunity to take part in the Accelerated Reader Scheme, the Boosting Reading at Secondary scheme, Ruth Miskin reading intervention, Lexonik and Lexonik Leap Reading programmes and the Words Matters programme for personalised skills based support around literacy. All Pupil Premium students will also take part in DEAR, thereby exposing them to more cultural capital through texts they wouldn't otherwise have read.
- 5.7. Allocating funds to enable these pupils to participate in extra-curricular activities and given extra opportunities to develop, both in and out of the classroom.
- 5.8. To monitor students' wider development through Provision Map access and well-being meetings.
- 5.9. Provide students with the opportunity to develop their study skills in preparation for exams.
- 5.10. Provide study materials, equipment and uniform at no charge where there is a need.
- 5.11. To conduct INSET to share understanding and knowledge of how to support students in receipt of funding. This will be twice annually with NQTs.



- 5.12. To allow teaching staff to have time to collate evidence to standardise marking, feedback and reporting data in order to show the actual impact of interventions and classroom strategies.
- 5.13 To develop students' knowledge of careers pathways, including providing opportunities to experience universities, apprenticeship programmes and employers/workplaces. Destinations data will show more ambitious progression.
- 5.14 To remove barriers to learning, including providing opportunities for health care, such as optometrist visits and work with Leeds University Dental School.

## **6.0. Reporting**

- 6.1. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes, enhancing the students' wider development, supporting their wellbeing, and ensuring cost effectiveness for the school. This will be reviewed, at a minimum, at least once per half term.
- 6.2. The school will report annually to the governing body and to parents on how effective Pupil Premium spending has been and what impact has been made.
- 6.3. Information regarding Pupil Premium spending will be published on the school's website annually.
- 6.4. This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- 6.5. Further actions will be incorporated into the school development plan