Pupil Premium Policy

Document Control Information

Version	DATE	DESCRIPTION
4	14/03/2022	Inclusion of examples of use of PPG and removal of historic table.

Reviewed	14/03/2022
Responsibility	Iain Thomas
Committee	SLT & Resources
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Signed	John Bayes

Aims:

At Foundry College, the social, moral, spiritual and cultural (SMSC) development of all our pupils and being safe are paramount. We believe that the most important function of the school is to maintain an environment in which every member of the college is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Pupil Premium funding was introduced in April 2011 and is allocated to pupils who are one of the following: Looked After Pupils, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children).

Background to the Pupil Premium

Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that pupil premium pupils are also referred to as 'disadvantaged' pupils in some government documents.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Statement and Objectives.

Our Pupil Premium strategy is bespoke, it is targeted and it is obvious. Disadvantaged pupils should leave us on an equal footing to everyone else, they must be ready and hold their heads up high for the challenges ahead.

We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers once and for all. High expectations and consistency of progress and achievement for all pupils is embedded throughout our college and this is enhanced further ensuring Pupil Premium funding is used to maximum effect. No one child is the same and thus this is reflected in the wide variety of ways Pupil Premium funding is utilised.

The provision encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing.

We believe that Pupil Premium funding should be used to impact the wider college but it is also pertinent that the funding is specifically tailored to meet the needs of individual pupil premium pupils in addition to and in different ways from our other intervention programs.

Under the terms of the PPG, the funding may be spent in the following ways:
• For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
• For the benefit of pupils registered at other maintained schools or academies
• On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be

addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Objectives

- A whole college approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- The funding will be used to narrow the gap between the achievement of these pupils and their peers.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Close working relationship with our transition schools to ensure a joined up approach that is used to benefit our families - both pre and post transition.
- To ensure that the Pupil Premium funding makes a significant impact on identified pupils' education and lives.
- Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to ensure that pupils have access to the support they need to develop socially and emotionally.
- An up to date register of pupils recognised as disadvantaged and eligible for pupil premium funding will be maintained.
- When new pupils come on roll, pupil premium funding will be requested from the previous education setting

Provision

The college will regularly seek to further develop strategies and interventions which can improve the progress and attainment of disadvantaged pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support to focus on overcoming barriers to learning;
- Additional teaching and learning opportunities provided through learning mentors, specialist tutors or external agencies;
- Develop learning behaviours through targeted interventions to build resilience, raise self-esteem, and develop social and emotional skills;
- Easter revision sessions;
- Facilitating pupils' access to education and the curriculum through additional or specialist resources, e.g. specialist software, with a focus on Maths and English.
- Provision of off- site opportunities, both sporting and cultural.
- Therapeutic Interventions e.g. Art Therapy, Theraplay,
- One-to-one counselling sessions
- Allocating funds to enable pupils to participate in enhanced enrichment activities•

• PE Lead to enrich the physical education curriculum offer, by providing extended wellbeing led activities to identified pupils throughout the year. To include positive mental health sports related activities e.g. mountain biking, yoga, dance, boxing and gym

Monitoring the effective use of the Pupil Premium:

- We will monitor, evaluate and review the impact of the Pupil Premium funding.

- Pupil Premium funding will be clearly identifiable within the budget.
- The Headteacher, in consultation with SLT and staff, will decide how the Pupil Premium is spent for the benefit of identified pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups or individual pupils that the college has legitimately identified as being socially disadvantaged.
- The college will assess what additional provision should be made for the individual students.
- The college will track the impact of the strategies put into place to ensure that we can show the value that has been added to the education of identified pupils.
- The college will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- The Headteacher will report to the Management Committee on how effective the intervention has been in achieving its aims, including publishing online information about how the Pupil Premium funding has been used.

Reporting outcomes

It will be the responsibility of the Headteacher to produce a report for the Management Committee that will include:

- The progress made towards closing the gap, by year group, for disadvantaged students.
- An outline of the provision made during the term since the last report.

The Management Committee will ensure that there is an annual statement to parents published on the website, outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.