



Tibshelf Community School

Pupil Premium Policy

POLICY STATUS	DATE	CHAIR OF COMMITTEE	MINUTE No
Initial Acceptance by P&F	16/01/13	Barrie Chittenden	PF/13/21.1
Agreed by Full Governors	06/02/13	Shaun Byrne	GB/13/11.2
1 ST Review by CC&S	11/03/15	A Beckett	CCS/15/10
Ratified by Full Governors	29/04/2015	Shaun Byrne	GB/15/22
Approved by TL&C	27/04/2016	Louise Cheung	TLC/16/15
Approved by TL+C	01/03/2017	Allison Beckett	TLC/03.17-04
Approved by Curriculum	14 Feb 2018	Justin Hawley	C/02-18/11

Review Period: 1 Year



1. AIMS

At Tibshelf Community School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

2. BACKGROUND

The Pupil Premium a government initiative that targets extra money for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Premium is provided to enable these students to be supported to reach their potential. The Government has used students entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per student based on the number of students registered for FSM (for any length of time) over a rolling six year period.

This fixed amount of money is expected to increase every year for the course of this current Parliament. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual students for whom they are responsible. At Tibshelf Community School, approximately 33% (2017) of children are eligible for Pupil Premium. In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support. The challenges are varied and there is no 'one size fits all'.

3. KEY PRINCIPLES

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- Staff have high aspirations for *all* children.
- There are *no excuses* made for underperformance.
- Staff adopt a *solution-focused* approach to overcoming barriers.
- Staff support children to develop *growth mindsets* towards learning.

Analysing Data

We will ensure that:

- *All staff* are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Students

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of students
- All staff are aware of who Pupil Premium and vulnerable children are
- All Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining students)
- Children's individual needs are considered carefully, so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive teaching that is at least good, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking, setting meaningful homework.
- Share good practice within the school and draw on external expertise
- Provide high quality CPD

Increasing Learning Time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing earlier intervention (transition and KS3)

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Use the Inclusion Team to provide high quality interventions across year groups.
- Matching the skills of the team to the interventions they provide
- Working with other agencies to bring in additional expertise and raise aspirations

5. MONITORING AND EVALUATION

We will ensure that:

- A wide range of data is used – achievement data, students' work, observations, merits, sanctions, learning walks, case studies, and staff, parent and student voice.
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly.
- Teaching staff and support staff attend and contribute to student progress meetings each term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- The Director Of Inclusion maintains an overview of Pupil Premium spending.

- A governor is given responsibility for Pupil Premium.

6. REPORTING

When reporting about Pupil Premium funding we will include:

- Information about the context of the school.
- Objectives for the year:-
 - reasons for decision making
 - analysis of data
 - use of research
- Nature of support and allocation:-
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
 - Total PPG (Pupil Premium grant) received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG:-
 - Performance of disadvantaged students (compared to non-Pupil Premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Implications for Pupil Premium spending the following year
- It will be the responsibility of the Director Of Inclusion, to produce an annual report for the Governing Body, to include:-
 - The progress made towards narrowing the gap, by year group, for PP students.
 - An outline of the provision that was made during the term since the last meeting.
 - 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.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for students eligible for Pupil Premium. Updates will also be provided during the school year. This task will be carried out in line with the requirements published by the Department for Education.

7. SUCCESS CRITERIA

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:-

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental- student-school support, including effective transition.
- Having an effective system for identifying, assessing and monitoring students.
- Having a whole-school approach.

- Creating a positive school atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners.
- Students are able to contribute positively to society when they leave.

8. APPEAL

Any appeals against this policy will be through the school's Complaints Procedure.