



Pupil Premium Policy

BACKGROUND AND LEGAL CONTEXT:

There is a wide gap between the attainment of students from deprived backgrounds and others at all educational stages. Additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap.

Funding is allocated to schools for students as follows:

Children who are entitled to free school meals.
Looked children, and Children
of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- performance tables which show the performance of disadvantaged students compared with their peers;
- the new Ofsted inspection framework, under which inspectors focus on the attainment of student groups, in particular those who attract the Pupil Premium;
- annual reports for parents that schools and academies are required to publish online.

AIMS:

The targeted and strategic use of pupil premium funding will support the school in achieving our aim of helping all our pupils achieve their full potential at KS3/ KS4.

To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress. Pupil premium policy Page 2 of 5
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.
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OUR PRINCIPLES:

We will:

- continue to ensure that teaching and learning opportunities meet the needs of all pupils;
- make appropriate provision for all pupils who belong to vulnerable groups;
- assess and address the needs of our disadvantaged pupils/pupils from service families

Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:

- Not all pupils who receive FSM are socially disadvantaged.
- Not all socially disadvantaged pupils are registered for FSM.

PROVISION:

The range of provision the governors may consider making for this group could include:

Achievement and standards:

We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target gifted and talented children on FSM to exceed age-related expectations/GCSE/EBacc outcomes.

Learning support:

We will enable children to fully access learning and accelerate progress where there are specific barriers other than identified SEN.

Pastoral support:

We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities/choose the right GCSE courses/make the appropriate choices for their post-16 education or employment prospects. ☐ Extra-curricular and enrichment provision.

This may include:

- Small group literacy/numeracy support.
- Use of nurture groups.
- Support for enrichment activities and educational visits.
- Use of specialist learning software.

We hope to develop parental engagement and aspirations:

Through reporting and excellent communication

External services:

Where the need arises we may use pupil premium funding to buy in additional psychological and welfare services to support these children and their families.

ROLES AND RESPONSIBILITIES:

Governing body:

The governing body will approve the overall strategy for deploying Pupil Premium funding prepared by the Principal and presented in the School Improvement Plan.

The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted students.

The Chair of the Finance Committee is the governor designated to ensure that the Pupil Premium grant is used to support eligible students within the context of this policy.

The Chair of the Education Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted students.

Principal and SLT:

At The Khalsa Academy Wolverhampton, the Principal retains overall responsibility for leading the Pupil Premium strategy. The governing body will be kept informed of the progress of all pupil premium students at every Governing Body and Education sub-committee meeting through the Principal's report.

The senior leader responsible for data, progress and reporting will produce trajectory targets for reducing the gap between Pupil Premium students and their peers over three years matched to the Academy's Area Development Plan.

The senior leader will produce termly reports for the governing body showing the progress made by socially disadvantaged students and projections for each academic year.

The teaching and learning manager will have overall responsibility for evaluating the impact of the support programme.

Subject leaders:

Subject leaders are responsible for the progress of all students within their subjects, whose progress will be tracked through class learning profiles, and their progress data will contribute to reports to the governing body through the senior leader responsible for data management.

All staff:

All staff at The British Sikh are expected to have an in-depth knowledge of all the students they teach and support, especially students with disabilities and special needs and those who qualify for additional funding through the Pupil Premium grant. Class tutors and subject teachers are responsible for the progress made by all students. All staff will give students clear feedback that helps them to improve their work.

MEASURING AND REPORTING:

The school will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. We will also report each term to the governing body on:

- progress made towards narrowing the gap by year group for pupil premium pupils and compare this with the national average.
- an outline of the provision that was made during the term.
- an evaluation of effectiveness in terms of the progress made by pupil premium children.

We will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged children.

EVALUATING IMPACT:

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term:

The school will have an effective strategy for supporting Pupil Premium students and there will be strong commitment to this strategy by all stakeholders. Resources will have been purchased and appointments made so that actions in the Area Development Plan are being implemented.

Medium term:

As a result of an effective CPD programme the skills and expertise of all staff are being enhanced. Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils. Discussions with students and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term:

Successive cohorts will meet their targets and this will result in narrowing the gap between students benefitting from Pupil Premium funding and their peers;

Socially disadvantaged students will make accelerated progress in comparison with other students;

Accelerated progress will result in closing the gap in grades/levels.