

SUCCESS  AT

THOMAS  
ESTLEY  
COMMUNITY  
COLLEGE

Community of courage and commitment to success

# THOMAS ESTLEY COMMUNITY COLLEGE

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## Pupil Premium Policy 2018

Reviewed by	Summary of changes	Date
Cathy Cornelius		March 2018

# Pupil Premium Policy March 2018

## Overarching Principles

At Thomas Estley Community College we believe that we must work in partnership with our students, parents and carers, staff and the community to provide an outstanding education for our young people. We place a strong emphasis on ensuring a high quality of teaching and learning so that **every student** has equal access to the very best conditions in order to achieve and succeed.

All members of staff and governors accept responsibility for those students recognised as socially 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.

Every pupil premium child is valued, respected and entitled to develop to his/her full potential.

## Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from economically disadvantaged backgrounds. Research shows that students from economically disadvantaged backgrounds underachieve compared to their peers who are deemed not to be economically disadvantaged. The Pupil Premium is provided in order to support these students in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

## Overall Objectives:

- Our college will ensure that the Pupil Premium funding is used to support these groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement of these students.
- The funding will be used to narrow and close the gap between the achievement of these students and their peers.
- The school will use the additional funding to address any underlying inequalities between pupil premium students and non pupil premium students.

## How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the whole college budget.
- The Principal in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students 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 of students the college has legitimately identified as being socially disadvantaged.
- The college will assess what additional provision should be made for individual students.
- 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 Vice Principal will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

### **Provision**

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. For some students provision may be personalised to meet their individual needs.

Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Providing students with the resources that they need in order to be successful e.g. revision guides, calculators and access to ICT.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.

### **Reporting outcomes**

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students which will be published on the college's website.

### **Appeal**

Any appeals against this policy will be through the governor's complaints procedure.

### **Monitoring and evaluation**

The Pupil Premium policy will be monitored through:

- SLT reporting to governors through the Teaching & Learning Committee;
- Pupil Premium link Governor visits;
- Vice Principal will track student data at each key assessment point and report findings to SLT;
- Examination results

C Cornelius February 2018

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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Pupil Premium Policy
Date of impact assessment:	27/02/18
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	<del>Yes</del> / In Part / <del>No</del> / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To offer guidance for all
Who is intended to benefit from the policy, procedure or practice?	Students, parents, staff

Equality Strand	Does the policy/ procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/ provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: Cathy Cornelius (Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.