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THOMAS ESTLEY COMMUNITY COLLEGE

Pupil Premium Policy 2021

Reviewed by	Summary of changes	Date
Cathy Cornelius		March 2018
Cathy Cornelius	Addition of LAC and PLAC Change of name to: Pupil Premium Policy, including LAC and PLAC Appeal: through college complaints procedure – not governors Monitoring: Removal of reporting via T&L committee, replaced by LGB meeting	February 2021

Pupil Premium Policy

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 college's complaints procedure.

Monitoring and evaluation

The Pupil Premium policy will be monitored through:

- SLT reporting to governors at LGB meeting
- Pupil Premium link Governor visits
- Vice Principal will track student data at each key assessment point and report findings to SLT
- Examination results

Appendix for Looked-after Children (LAC) and Previously Looked-after Children (PLAC)

Rationale

Thomas Estley Community College recognises that LAC and PLAC can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas. We recognise that LAC and PLAC may have faced significant trauma in the form of adverse childhood experiences (ACES) including abuse, neglect, loss and/or rejection.

When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others. Despite having as broad a range of abilities as their peers, national progress and attainment data clearly shows that LAC and PLAC are at greater risk of exclusion and are particularly vulnerable to underachievement. Helping LAC succeed and providing a better future for them is a key priority in our school.

Thomas Estley Community College believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every LAC and PLAC can be successful. We believe that this school has a major part to play in ensuring that LAC can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

School can be a source of stability for children who may have been subject to emotional distress and disruption. School can be the place where children maintain friendships and a place where they feel safe and thrive.

Policy (Legal Framework)

Looked after children (LAC)

The term 'looked after' has a specific, legal meaning, based on the Children Act 1989: a child is 'looked after' by a local authority if they fall into one of the following:

- is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21]
- is subject to a care order [Children Act 1989, Part IV]
- is subject to a placement order

Previously LAC children (PLAC)

PLAC children are those who:

- are no longer LAC by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Every local authority is required to appoint an officer to make sure that their duty to promote the educational achievement of LAC and PLAC is properly discharged; this officer is called the Virtual School Head (VSH). The duties of the VSH are defined in the DfE statutory guidance "*Promoting the education of looked after children and previously looked after children*" – February 2018.

The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff, undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll; this person is the 'designated teacher' (DT). The duties of the DT are defined in the DfE statutory guidance "*The designated teacher for looked after and previously looked-after children*" – February 2018.

Principles

Thomas Estley Community College is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC and PLAC.
- Providing a climate of acceptance and challenging negative stereotypes.
- Having high expectations for the child and ensuring equal access to a balanced and broadly-based education that meets the needs of the individual child.
- Ensuring that (LAC and PLAC) students have the opportunity to participate fully in all aspects of the school, including the curriculum, careers guidance, extra-curricular activities, work experience.

- Ensuring LAC have a PEP that addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress.
- Ensuring that carers/parents, social workers and virtual school staff (where relevant) are kept fully informed of their child's progress and attainment.
- Ensuring that (LAC and PLAC) students are involved, where practicable, in decisions about their education, including affecting their future provision.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring an appropriately trained DT is appointed, who will be responsible for all LAC and PLAC.
- Prioritising a reduction in exclusions and promoting attendance.
- Ensuring discretion when addressing a child's care status and ensuring there is sensitivity to the background of children who are looked after, especially regarding schoolwork on "family".

Procedures

Admissions

Thomas Estley Community College welcomes all LAC.

All LAC and PLAC should have the highest priority within school admission arrangements. The school recognises that LAC and PLAC are an 'excepted group' and will be prioritised in our oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

Due to care placement changes, LAC children may enter the Academy mid-term. It is vital that these students are given a positive welcome. If necessary, they may need to be offered additional support and pre-entry visits to help the student settle. **The PEP (Personal Education Plan)**

A PEP will be initiated within 20 school days of the LAC starting at the school or being taken into care and will be reviewed regularly and as necessary (at least termly and within 6 months of the previous PEP). The PEP will provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place and set SMART targets. The child should be involved in their PEP by attending the meeting and/or sharing their views or in another way (e.g. gathered by the DT before the meeting).

We will have robust arrangements in place to ensure that any undiagnosed special educational needs are reflected in the PEP and addressed through the Special Educational Needs and Disability (SEND) framework as soon as possible.

Pupil Premium Plus (PPP)

PPP for LAC will be delegated to schools by the relevant virtual school. We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual LAC, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that LAC receive the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life.

For PLAC, the PPP funding will go directly to the school's budget if the child is listed as PLAC on the January census. The use of this funding will be identified in consultation with the young person and their parents.

Exclusions

Thomas Estley Community College recognises that LAC and PLAC are particularly vulnerable to exclusions. Where a LAC/PLAC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion.

If an exclusion is unavoidable, the reintegration meeting should consider all possible measures and resources that provide support and prevent further exclusions.

Please refer to the school's Behaviour Policy which reflects the support needed for LAC and PLAC.

Confidentiality

Many LAC do not want school staff to be aware of their care status because it makes them feel different. We will maintain and respect the child's confidentiality in consultation with the social worker, carer, young person, and other parties. Once this has been agreed, complete confidentiality

is to be maintained and information on LAC will be shared with school staff on a "need to know" basis.

All staff will do their utmost to maintain the child's confidentiality e.g. avoiding reference to their care status/PEP meetings in front of their peers.

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with LAC and PLAC, such as Social Care teams; virtual schools, Educational Psychology, health services, CAMHS; Youth Offending Teams.

Responsibilities

Governing Body

All governors should be fully aware of the legal requirements and guidance on the education of LAC and PLAC.

The governing body will appoint a named governor for LAC and PLAC. The named Governor will work in co-operation with the Head Teacher and DT as the named staff responsible for implementing this policy.

The named Governor should:

- ensure the school has a coherent policy for LAC and PLAC that is regularly reviewed in light of the relevant statutory guidance and that other school policies support their needs.
- ensure that the school has a DT, and that the DT has the necessary time, resources and training to be able to carry out his or her responsibilities.
- ensure LAC have equal access to all areas of the curriculum
- allocate resources to meet the needs of LAC and PLAC

The governing body should receive an annual report setting out:

- The number of LAC and PLAC students on the school's roll.
- Their attendance, as a discreet group, compared to other pupils.
- Their progress and attainment, as a discrete group, compared to other pupils.
- The number of fixed-term and permanent exclusions.
- The destinations of LAC pupils who leave the school.

The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Head Teacher

The responsibilities of the Head Teacher are:

- To identify a DT for LAC and PLAC. NB it is essential that another appropriate person is identified quickly should the DT leave the school or be absent.
- To support the DT in carrying out his/her role by making time available and ensuring that they attend training on LAC.
- To ensure that the DT has received appropriate training and has the necessary time and resources to carry out the role.
- To ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of LAC and ensure strategies are in place to address any concerns in these areas.
- To report on the progress, attendance and behaviour of LAC to all parties involved.
- To ensure that all staff receive relevant training about the needs of LAC and PLAC and are aware of their responsibilities under this policy and related guidance.
- To ensure that Pupil Premium funding is used effectively to support appropriate provision for individual LAC.

Designated Teacher

Government Guidance says that the DT should be "*someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC, assessing services and support,*

and ensuring that the school Looked After and Previously Looked After Children Policy shares and supports high expectations for them.”

Our Designated Teacher will:

- Understand the role of carers, social workers and other relevant parties, be the named contact for them and maintain regular communication with them.
- Understand the role of virtual schools and respond promptly to requests for information.
- Act as an advocate for LAC and PLAC in order to maintain high aspirations, allow them equal access to educational opportunities and support with important decisions affecting future life chances
- Ensure a welcome and smooth induction for the child and their carer, using the PEP to plan for that transition in consultation with the child’s social worker.
- Be pro-active in supporting transition to a new school or phase of education and ensure the speedy transfer of information.
- Be responsible for the implementation of the child’s PEP and lead in promoting their educational achievement. This includes monitoring academic progress and attendance, and ensuring the necessary support is in place to meet the child’s learning, social and emotional needs. This may involve working closely with other key members of staff e.g. the SENCO
- Take lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC children learn and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- Ensure that each LAC and PLAC has an identified key adult that they can talk to at school.
- Ensure that children are able to discuss their progress and are involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Maintain an up-to-date record of the LAC in school, ensuring all necessary information is passed to other staff as required on a strictly ‘need to know’ basis and reporting annually to governors, maintaining confidentiality of all LAC and PLAC.
- Promote inclusion in all areas of school life and encourage LAC to join in extracurricular activities and out of school learning.
- Be aware that many LAC and PLAC say they are bullied, so actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.
- Attend training as required and keep fully informed of latest developments and policies regarding LAC.

All Staff

All staff should:

- Be aware of the impact of trauma (including abuse, neglect, loss and separation) on children’s development and their ability to build relationships, and how this might affect their behaviour.
- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all students and work to ensure they achieve stability and success at school.
- Understand how important it is to see LAC and previously LAC children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their LAC or previously LAC status.
- Use effective classroom strategies to meet the needs of LAC and PLAC and be aware that some curriculum content may trigger difficult emotions, such as schoolwork on “family”.
- Keep the DT informed about LAC and previously LAC children’s progress, respond promptly to requests for information and discuss any concerns about barriers to learning (including bullying).
- Appreciate the central importance of the LAC child’s PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child’s own understanding of how they are being supported.

- Engage with relevant training that is offered to enable them to work effectively with LAC and PLAC.

Links to other policies

The needs of LAC and PLAC should be kept in mind in all other policies including:

- Pupil Premium Policy (Differentiation between Pupil Premium for FSM, Forces' children, PLAC, and LAC)
- Behaviour Policy
- Exclusions
- Racial Equality & Equal Opportunities Statement

Responsible for Monitoring and Evaluation

Implementation and Review Dates

C Cornelius February 2021

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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Pupil Premium Policy
Date of impact assessment:	February 2021
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	Yes / In Part / No / 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.