

Securing the future of deaf children and young people



Title: Pupil Premium Policy

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Issue date: February 2018

Pupil Premium Principles

- At Mary Hare School, all members of staff and governors promote/encourage the wellbeing of pupils recognised as “disadvantaged” and are committed to meeting their pastoral, social and academic needs.
- Every child who is considered to be “disadvantaged” is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The government has used pupils entitled to Free School Meals and those who are looked after as an indication for deprivation. They have given a fixed amount of money to schools per pupil. A premium had 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 pupils.

Overall Objectives

- Our school will ensure that the Pupil Premium funding reaches the groups of people for whom it is intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the funding to address underlying inequalities between children eligible for Pupil Premium and others.

Effective use of the Pupil Premium

- Teachers, governors and staff will be involved in deciding how the Pupil Premium will be spent for the benefit of disadvantaged pupils.

- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged or underachieving. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil the school has legitimately identified as being disadvantaged.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The school 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 Pupil Premium has been used and its impact.
- 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. Examples of the range of provisions we may put into place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources, e.g specialist software.
- Additional teaching and learning opportunities.
- Extra-curricular activities.

Reporting Outcomes

Reports will be produced for the Governing Body that will include:

- The progress made towards closing the gap for disadvantaged pupils.
- An outline of the provision made.
- 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.

There will be information on the school website outlining how the Pupil Premium funding has been used (over the previous academic year) to address the issue of closing the gap for disadvantaged pupils, what the impact has been and what the strategy is for using the funding for the coming year.