

GOSBERTON HOUSE ACADEMY

Pupil Premium Policy

Date of policy: September 2020

Review date: September 2023

Member of staff Responsible: Louise Stanton

Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. At Gosberton House Academy we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they

know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap.

Provision

In order to meet the above requirements, the Governing Body of Gosberton House Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2021-22 will be focussed on creating an environment of sustainable learning through meaningful engagement in order to reduce the attainment gap between the schools 'disadvantages' pupils and others and to raise the attainment of all pupils.

Intended outcome	Success criteria
To reduce the attainment gap	CASPA data evidences equality of attainment for all groups Quality first teaching based on identifying the unique needs and strengths of the individual and working within their strengths Family engagement /Family learning participation e.g. Early Bird, AET
To create an environment of sustainable learning through meaningful engagement	External validation of the quality of provision through quality mark status - Ofsted, NAS, Basic Skills, ECO, Arts, Unicef , LPPA, IIP, LoTC etc. Internal validation through progress analysis- cognitive and social Reports to Trustees/ Local governing Board Pupil and parental voice surveys Staff performance and well-being reviews and feedback Local, regional and national networking impact Research participation and impact Governor monitoring
For 100% of pupils to achieve their CASPA guidance targets	In consultation with families, pupils and external agencies, staff set challenging, SMART targets. National comparison data indicates good levels of attainment

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, and planned and recorded intervention.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable pupils.

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils' access to enriched curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention

The Principal, will maintain an ongoing programme of support for socially disadvantaged or vulnerable pupils, which will be monitored by the Governing Board.

Reporting

It will be the responsibility of the Principal to produce a report to the board of Trustees on:-

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- 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 pupils receiving a particular provision, when compared with other forms of support.

The Governors of Gosberton House Academy will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils 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 pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Governors' appeals panel.