

Upton by Chester High School - Pupil Premium Policy

Mission statement

Achieving excellence through support and challenge.

The effective use of the "Pupil Premium Grant" involves both elements of our mission statement at Upton-by-Chester High School. All students are regarded as unique individuals and receive both challenge and support designed to meet their specific needs.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors, which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education: low levels of cultural and social capital; and low aspirations.

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

Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year whilst the current government is in office, this is allocated to schools for each student registered for FSM at any point in the last six years (known as "Ever 6 FSM"). The school also receives funding for children who have been looked after continuously for more than six months and also children of Service personnel.

The Department of 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:

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

Principle

- Expectations are high for all student groups and individuals.
- Not all students who qualify for FSM are socially disadvantaged and not all socially disadvantaged students qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving support will be a mix of FSM and non-FSM students.

Roles and responsibilities

- The Governing Body will approve the overall strategy for deploying pupil premium funding prepared by the Head teacher and presented in the school improvement plan (SIP)
- The Governing Body will hold senior and middle leaders accountable for implementing the school's strategy and for the evaluation of the impact on the achievement of targeted students.
- The Chair of the Pastoral 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 Governing Body supported by the Chair of the Pastoral Committee is the Governor designated to evaluate the impact of the increased support on the achievement of targeted students.

Headteacher and Senior Leadership Team

- In Upton-by-Chester High School the Headteacher retains overall responsibility for leading the pupil premium strategy.
- Trajectory targets will be set for reducing the gap between pupil premium students and their peers over three years matched to the SIP.
- Termly reports will be produced by the data manager for the Full Governing Body, showing the progress made by socially disadvantaged students and projections for each academic year.
- The Senior Leadership Team will be collectively responsible for evaluating the impact of the support programme.

Pupil Premium Co-ordinator

- The school has appointed a dedicated Pupil Premium Co-ordinator to maintain an overview of all matters relating to Pupil premium students and there is also a designated lead Governor.

Subject leaders

- Subject leaders are responsible for the progress of all students within their subjects and will contribute to reports to the Governing Body.

Heads of Year

- All Heads of Year have an overview of the Pupil Premium students in their Year groups and monitor their progress, in liaison with Subject Leaders and form tutors.

All staff

- All staff are expected to have an in-depth knowledge of all 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 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.

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 SIP are being implemented.

Medium term

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

Long Term

- The aim is to ensure that successive cohorts will meet their targets, which will result in narrowing the gap between students receiving the benefit of pupil premium and their peers.
- Socially disadvantaged students will make accelerated progress in comparison with other students.
- Accelerated progress will also result in the attainment gap closing

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