

Pupil Premium Policy

Introduction

The Pupil Premium is funding provided to schools to improve the educational outcomes of students from disadvantaged backgrounds, aiming to close the attainment gap between these students and their peers. The policy outlined below, guided by the Department for Education (DfE) recommendations, will adopt a three-year approach while being reviewed and updated annually. It will focus on the needs of eligible students at a mainstream secondary school, using the tiered approach to Pupil Premium spending.

Categories of Pupil Premium

This policy addresses four main categories of Pupil Premium eligibility:

- **Free School Meals (FSM):** Students who are currently eligible for free school meals or have been eligible in the past six years are eligible for Pupil Premium funding.
- **Service Children:** Children whose parents serve in the regular armed forces are eligible for Pupil Premium funding. This includes students whose parents have died while serving in the armed forces.
- **Ever 6:** Children who have been in local authority care for more than six months are also eligible for Pupil Premium funding.
- **High Attainers:** The Pupil Premium can and should be used to support high-attaining students from disadvantaged backgrounds.

It is important to note that while the Pupil Premium is intended to support students who are eligible, many of the strategies implemented using the funding will also benefit other students in the school.

The Tiered Approach to Pupil Premium Spending:

1. **Quality First Teaching:** This is the foundation of an effective Pupil Premium strategy. Strategies in this tier might include professional development, training, support for early career teachers, and investing in recruitment and retention.

At Kingshill School we use Active Minds to support excellent teaching and learning, encouraging students to think harder, work independently and remember more.

2. **Targeted Academic Support:** This tier focuses on providing targeted support for students who are not making good progress. Strategies might include small-group interventions linked to classroom teaching and the curriculum. At Kingshill School we offer a raft of interventions to support students. These might include nurture English

classes, synthetic phonics programme or spelling intervention as well as other more bespoke academic support.

3. Wider Strategies: This tier addresses non-academic challenges that can negatively impact learning, such as attendance, behavior, and social and emotional well-being. Strategies might include supporting mental health and well-being, providing extracurricular activities, and communicating with parents. We recognise that attendance can be a barrier for pupil premium students and direct support staff to develop strategies in collaboration with parents and students to improve attendance.

The Five-Point Plan

This policy will use the five-point plan outlined by the Education Endowment Foundation (EEF) to ensure that the Pupil Premium is used effectively to improve the outcomes of disadvantaged students:

1. We Identify Our Students' Needs: This involves analyzing a range of data to understand the specific challenges faced by disadvantaged students. Data might include progress, attendance, behaviour, Active Minds, homework and personal development. At Kingshill School we use the 'UP Strategy' to identify barriers to success.

2. We Use Strong Evidence to Support Our Strategy: Decisions about Pupil Premium spending are informed by the best available external evidence as well as internal data. We use research evidence to identify promising approaches, especially from the EEF. We then evaluate their effectiveness through the 'UP Strategy'.

3. We Develop Our Strategy: The Pupil Premium strategy is developed collaboratively, involving senior leaders, Unlocking Potential Leads, subject leads, the SENCo, teaching and learning leads, parents, and students. The strategy is aligned with the school development plan.

4. We Deliver and Monitor Our Strategy: Effective delivery of the strategy requires ongoing support for staff and careful monitoring of progress through termly cohort meetings and weekly SLT strategy meetings. We collect data on the implementation of approaches and use this data to make adjustments as needed.

5. We Evaluate and Sustain Our Strategy: We evaluate the impact of the Pupil Premium spending on student outcomes and make necessary changes to sustain and improve the strategy over time. This includes revisiting and adapting 60-day plans, refreshing professional development, and ensuring that improved outcomes are clearly visible to staff and the school community, through the 'UP Strategy', headteacher's report and School Development Plan.

Role of Trustees

The school's governing body has a crucial role to play in supporting and challenging the leadership team to improve outcomes for students eligible for the Pupil Premium. Trustees should:

- Be aware of the school's Pupil Premium strategy and the DfE's guidance on using Pupil Premium funding.
- Analyse how the Pupil Premium is spent, using the Pupil Premium Strategy.
- Evaluate the impact of spending on targeted groups.
- Monitor the attainment and progress of eligible students compared with their classmates.
- Champion strategic Pupil Premium spending by asking questions and initiating purposeful discussions with the school's leadership team.
- The governing body will appoint a dedicated Pupil Premium trustee to liaise with the senior leadership team.

Conclusion

This Pupil Premium Policy serves as a roadmap to guide the school in using the Pupil Premium funding effectively to improve the educational outcomes of disadvantaged students.

The policy will be reviewed and updated annually to ensure that it remains relevant and responsive to the needs of the school community.

Through careful planning, implementation, and evaluation, the school aims to create a learning environment where all pupils, regardless of their background, can thrive and reach their full potential, ultimately shaping greater futures.

***This policy should be read in conjunction with the Pupil Premium Strategy.**

CIRENCESTER KINGSHILL SCHOOL

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Reviewed by: D Radbourne (Lead Practitioner – SENDCo and Inclusion)

Date: January 2025

Adopted by Governors: 14 January 2025

Signature:  _____

Date: 17 January 2025

Next Review Date: January 2026