

PRINCIPLES

We aim to:

- ensure that every young person eligible benefits directly from this additional funding and is in no way disadvantaged when compared to their wealthier peers;
- ensure that all students eligible for the Ever-6 make outstanding academic progress;
- ensure that there is transparency, through our reporting mechanism, to demonstrate how and why this funding has been spent;
- ensure that any differences made to the learning and progress of students eligible for the pupil premium are shown within performance data and inspection evidence;
- ensure that we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged;
- ensure that parents of disadvantaged children understand they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference.

PUBLISHED	Website	✓	Pre-admission documentation		Student/Parent Planners		On Request	
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PRACTICE

The school's practice seeks to comply with the DFE's recommendations where practical and considered in the best interest of the individual.

The school reviews this policy annually following the publication of examination outcomes; the gathering of the views of teachers and students; the analyses of behaviour, attendance and destinations data as it become available. This information is used to assess the impact of individual initiatives and devise a new spending plan.

PROVISION

The range of provision the Governors and school leaders may consider making for this group of learners may include:

- providing small group work with an experienced teacher focused on overcoming gaps in learning;
- one to one support with a tutor or suitable qualified member of teaching staff;
- additional teaching, learning and social development opportunities provided through Teaching Assistants and external agencies;
- discrete literacy lessons with a specialist teacher;
- provision to work with experienced professionals to improve behavior in lessons;
- offsite provision to assist with engagement and attitude to education where that is felt to be most beneficial by parents and by the school;
- use of the accelerated reader programme;
- reducing class sizes, thus improving opportunities for effective teaching;
- ensuring parental engagement is at the forefront of this programme through the use of strategies including the roll-out of SIMS Parent and Show My Homework;
- additional weekend and holiday time learning sessions;
- access to school based Counsellors, for example for careers advice;
- access and support of LSAs for homework club in a specialised space;
- financial support with equipment purchases, residential and daily trips, Music and other specialist tuition;
- enrolment on the school's 'Resilience' programme;
- provision of an after school 'homework club' for students who might not have the resources or space to complete this outside of school;

The precise allocation of the funds will be outlined annually in the Pupil Premium Spending Plan. This will be published on the school's website and will be reviewed annually.

All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations.

Provision will not be aimed specifically at children with an Education Health Care Plan (E) or who are identified as requiring additional support (K).

REPORTING

It will be the responsibility of the Deputy Head in charge of assessment to produce annual reports for the Governors on:

- the progress made towards narrowing the gap for socially disadvantaged students;
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support.

The Chair of the Resources' Committee will receive updates in relation to budgeting for this cohort of students.

The Governors of the school will ensure that there is an annual statement to 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.

MEASURING IMPACT

The school will measure the impact of the Pupil Premium spending by:

- tracking the progress of Pupil Premium students on a termly basis at both KS3 and KS4 and intervening when necessary;
- assessing the success of students at the end of Key Stage 4 relative to their target grades and against threshold measures such as 5+ grades 4-9 including English and Mathematics, EBacc and expected progress in English, Mathematics and Science;
- assessing the impact on academic success of the SEND team.