



Pupil Premium and Disadvantaged Student Policy

Date policy created: January 2017

Next review date: September 2019

Sherburn High School
Garden Lane
Sherburn in Elmet
LS25 6AS



Introduction to Pupil Premium

Every school has a duty to ensure that all students are given the best possible chance of achieving their full potential. The Pupil Premium (PP) is additional funding given to schools so that they can support disadvantaged students and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools based on the number of students known to be eligible for free school meals at any point in the last six years (known as 'FSM6') and children who have been looked after for one day or more, have been adopted from care on or after 30 December 2005 or left care under a special guardianship order or residence order.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for individual students.

Eligibility for Pupil Premium and how to apply

Free school meals are available to children whose parents receive certain benefits.

These include one or more of the following:

- Income support
- Income-based Jobseekers' allowance
- Income-related employment and support allowance
- Income-based and contributions-based JSA or ESA on an equal basis
- Child tax credit, provided you are not entitled to working tax credit, and have an annual household income (as assessed by HM Revenue and Customs) that does not exceed £16,190
- Support under part VI of the immigration and asylum act 1999

- Guarantee element of state pension credit or
- Universal credit - during the initial roll-out of the benefit

If you wish to apply for your child to receive free school meals, please print and complete the form [http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1 - FSM APPLICATION \(APRIL 2016\).pdf](http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1_-_FSM_APPLICATION_(APRIL_2016).pdf) and send it into the school office.

Service Premium

The Service Premium is another branch of the Pupil Premium although progress data is not scrutinised nationally. The Service Premium is extra funding for schools to support children and young people with parents in the armed forces.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools receive £300 for each eligible pupil. Although Service Premium is under the umbrella of Pupil Premium, their progress data will not be analysed in the disadvantaged group.

Overall objectives

In keeping with Sherburn High School's motto of 'Achievement for all':

- The funding will be used to close the gap between the achievements of pupil groups. Through targeted and bespoke interventions, we will work to eliminate barriers to learning and progress.
- We will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- The school will use the additional funding to address any underlying inequalities between children eligible for the Pupil Premium and others.

How we will ensure effective use of Pupil Premium

- The Head Teacher and Assistant Head Teacher responsible for disadvantaged students (Mr A Stanton), in consultation with the Governors and staff will decide how the Pupil Premium is to be spent for the benefit of the entitled pupils. A school Pupil Premium Strategy will be drawn up each academic year and reviewed periodically to check efficiency. Funding will be allocated following a needs analysis, which will identify priority groups or individuals. This needs analysis will be based upon a review of school performance data, current internal assessment data and external data, as well as evaluations of strategies already underway. This will help identify which approach will be most effective in securing improved performance.
- The school will regularly assess what additional provision should be made for the individual pupils.
- 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 responsible Assistant Head Teacher will report to the Governing Body and parents on how effective the strategy has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will monitor, evaluate and track the impact of the interventions 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. This will take the form of monitoring and evaluating the progress students are making at each assessment point in the school year, and through external examinations. We would expect to see Pupil Premium students performing in-line with their non-eligible peers.

Approaches

Being eligible for Pupil Premium at Sherburn High doesn't mean that a student is judged or stereotyped. We recognise that all students eligible for Pupil Premium will have their own needs and not one strategy will help the progress of all. Some students will already be doing well in English, Maths or other subjects but there may be strategies we can use to stretch them further, to help them aim high or to build their confidence. Some students may need financial help to take part in trips and activities; we may organise intervention programmes such as small group or one to one teaching. We may provide resources to ensure all students can equally access their learning. Some of the money is spent on training for staff to ensure they are up to date with the latest knowledge about what works for young people.

The following are examples of barriers to learning which students may face:

- Attendance
- Aspiration
- Support from parents at home
- Behaviour/attitude in school
- Behaviour/attitude outside of school
- Learning in lessons
- Reading competence

Reporting outcomes

It will be the responsibility of the Assistant Head Teacher (Mr A Stanton) to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged students
- An outline of the provision made during the term since the last report
- An evaluation of the cost effectiveness, in terms of the progress or development made by the students receiving a particular provision.

The governors will ensure that there is a Pupil Premium Strategy and that this, including expenditure reporting, is published annually on the school's website.