



Policy for Pupil Premium

Approved by:	Headteacher: Louise Blundell	Date: 23.09.24
	Governor: Sarah Packer	Date: 23.09.24

Last reviewed on:	September 2024
--------------------------	-----------------------

Next review due by:	September 2025
----------------------------	-----------------------

Contents

1. Aims	2
2. Legislation and guidance	2
3. Purpose of the grant	2
4. Use of the grant	2
5. Eligible pupils	3
6. Roles and responsibilities	3
7. Monitoring arrangements	5

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities.

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

Challenges and barriers which can cause an achievement gap include financial difficulty, lack of academic support, organisation skills, relationship difficulties, social skills, poor attendance, no internet access, SEN and EAL to name but a few.

The pupil premium grant will:

- Address the range of needs by taking group and individual needs into account through 1:1 or small group work as appropriate.
- Engage with parents to take their views on the needs of their child into account.
- Provide a variety of non-teaching staff to meet the needs of the various subgroups.
- Provide necessary training to teaching and non-teaching staff.

Gordano School's use of the pupil premium and activities aligns with the DfE's 'menu of approaches', as outlined below. Our school-wide *Expectation Chart for Disadvantaged pupils* (see Appendix A) outlines our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The *Expectation Chart* demonstrates that in line with The EEF Guide to the Pupil Premium, we prioritise High Quality Teaching, complimented by Targeted Academic Support where appropriate, which takes place in a framework of Wider Strategies.

Some of the strategies we employ are listed below, but are not limited

High-quality Teaching	Continual review of the QofE for all students, with a focus on PP students and their learning
	Purchasing of standardised diagnostic assessment and reading assessments to identify gaps in attainment, putting necessary interventions in place
	<i>Gordano Inclusive Curriculum</i> – bespoke provision for students to support progression to successful destinations
Targeted Academic Support	Additional support in Maths, English, Science lessons
	Bespoke support in the Learning Hub from specialist staff
	Academic mentoring and coaching – from Engagement for Learning lead, through 6 th form mentored HW club; with our PP co-ordinator and with other key staff
Wider Strategies	Breakfast club
	Financial support for uniform, books equipment, educational and residential trips and and music tuition.
	Priority access to counselling and other wellbeing services
	Bespoke academic and life skill programmes

Our pupil premium strategy statement is available on the school website

5. Eligible pupils

- Students in years 7 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Ever 6 Service Child 6.

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community
- Reviewing the pupil premium policy

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority

- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually . At every review, the policy will be shared with the governing board.

Expectation chart for Disadvantaged Students

All Gordano staff recognise that the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that foster a **culture of belonging** for all. We seek to achieve truly **inclusive practice** in which there is a consistent, collective understanding of inclusion and inclusivity. We understand that our strategies to address educational disadvantage will stand or fall based on the quality of the **relationships** we forge. Relationships between adults and pupils, and between pupils and pupils matter.

In Pastoral Teams we:

- Closely monitor attendance and behaviour, with early intervention
- Offer bespoke support from Tutors, AHOH, HOH and Learning Mentors to build trusted relationships
- Update Student Passports continually to ensure information is current and relevant
- Prioritise STACS for key students
- Wholly or partially fund trips

In Faculties we:

- Communicate effectively to enable supported transitions for students
- Refer continually to Student Passports
- Provide students with all revision resources
- Are flexible in our setting choices to foster aspiration and enable inclusive practice
- Carry out DDIs through the lens of our Disadvantaged Students
- Seek to understand barriers to learning before giving sanctions for missing homework and equipment, whilst supporting students with strategies to overcome these barriers.

As a school community we:

- Seek and facilitate a wide range of enriching experiences for students to support future ambitious pathways
- Communicate effectively with one another to support students
- Prioritise positive relationships with students and their families above all else, making regular contact home
- Seek to equip students with any additional resources they may need
- Provide a safe space for supported study and bespoke intervention

In Classrooms we:

