

CHESLYN HAY ACADEMY

GOVERNORS' POLICY

Diminishing Differences Policy (Formally known as the pupil premium policy)

Principles

- At Cheslyn Hay Academy, all members of staff and governors accept responsibility for those pupils recognised as “disadvantaged” and are committed to meeting their pastoral, social and academic needs.
- Every child who is considered to be “disadvantaged” is valued, respected and entitled to develop his/her full potential, irrespective of disadvantage.

Overview

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to the non-deprived peers. The pupil premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after an indication of deprivation. They have been given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Objectives

- Our school will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

How will we ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the budget
- The Head teacher in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.
- Review the success of the DA Action plan
- The school will 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 Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the DA strategies 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.
- We will monitor evaluate and review the success of the impact of the Pupil Premium funding.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- 6 Step DA Teaching and Learning policy
- KS3 Incentive Card for DA students
- A new role for staff with a particular remit for Diminishing Differences
- Providing small group or 1:1 support with experienced members of staff to focus on overcoming barriers to learning.
- Facilitating pupils access to education and curriculum through additional or specialist resources
- CPD for staff on how to accelerate the progress of disadvantaged pupils
- Seating plan software provided by MINTClass.
- Additional teaching and learning opportunities provided through learning mentors, literacy and numeracy mentors etc.
- Additional staff hours to support students gaining higher grades in English and Maths.

Reporting outcomes

It will be the responsibility of the Head teacher to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Lead SLT member: APY

Date of next review: September 2020

Reference: Pupil Premium APY 08.19