# Disadvantaged Students Policy

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| Vision:  | We collaborate, support and challenge each other in our endeavour to provide a world class education that allows our whole community to flourish.  |
| Rationale: | Longdendale High School has members of the Senior Leadership and middle leadership team with specific responsibility for the progress of disadvantaged students and the school has an ongoing action plan dedicated to closing the progress gap between disadvantaged students and their peers.  |

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**DISADVANTAGED STUDENTS’ POLICY**

***‘We endeavour to succeed and aspire to be successful’***

Longdendale’s mission statement embodies the aim we have that all students, regardless of academic or social barriers, will successfully access their education so that they can reach the challenging targets we set for them. The school recognises that nationally, and in a local context, students who are, or have recently been, in receipt of free school meals funding are less likely to make the progress expected of them and may need additional support and intervention to achieve the same progress as their peers who do not receive this additional funding. All students regardless of context and background that are identified as having barriers to learning, or at some point in their academic career make less progress than that expected of them are entitled to additional support. But, statistically, this group is more likely to contain disadvantaged students and for that reason Longdendale High School has members of the Senior Leadership and middle leadership team with specific responsibility for the progress of disadvantaged students and the school has an ongoing action plan dedicated to closing the progress gap between disadvantaged students and their peers.

In the financial year 2017/18 Longdendale High School received £223,070 of Pupil premium funding overall. In the next financial year 2018/19 the provisional figure is £237,609

The DfE has given schools the freedom to use the Pupil premium as they see fit, based upon our knowledge of our student needs. ‘It is for schools to decide how the Pupil premium, allocated to schools per FSM student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.’ However, schools are accountable for the use of this additional funding.

**THE PUPIL PREMIUM**

The Pupil premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil premium was initially introduced in April 2011 when schools received an additional £488 for each of their students eligible for free school meals. In April 2012 this was increased to £623 and from 2016 it has been increased to £935 per eligible student. Children of service personnel receive a lower amount of £300. This figure has been increased to £1900 for post adoption and LAC students.

**PURPOSE OF THE PUPIL PREMIUM POLICY**

The purpose of this policy is to outline how we will ensure that the Pupil premium allocated to us has an impact on closing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil premium funding, we are accountable to our parents and school community for how we are using this additional resource to close the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school’s website.

Section 9 of this regulation requires schools to publish the amount of the school’s allocation from the Pupil premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year’s allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

**School Context:**

The proportion of students known to be eligible for the pupil premium at Longdendale in 2018/19 is 30%. The proportion of students from minority ethnic groups or who speak English as an additional language is below the national average but is also growing. The proportion of disabled students or those with special educational needs is slightly lower than that found nationally.

**OFSTED FINDINGS November 2015:**

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| **Overall effectiveness**  | **Good**  |
| Effectiveness of leadership and management  | Outstanding  |
| Quality of teaching, learning and assessment  | Good  |
| Personal development, behaviour and welfare  | Good  |
| Outcomes for students  | Good  |
| Overall effectiveness at previous inspection  | Requires improvement  |

Actions taken by school leaders since the previous inspection have secured rapid yet sustainable improvement in progress made by all groups of students, including disadvantaged students and those with special educational needs or disabilities. Consequently, the gaps in achievement between different groups of students that were formerly in evidence are closing apace.

Disadvantaged students are a whole-school focus for progress and personal development, behaviour and welfare. School reporting systems clearly identify who the disadvantaged student are and all curriculum areas and year groups have improvement plans which are specific to disadvantaged students.

Visits to the theatre and trips abroad provide ample opportunity for students to see the world beyond their immediate environment. School leaders ensure that funds are made available to ensure that disadvantaged students can have access to such experiences; in this way they demonstrate their commitment to promoting equality and tackling discrimination.

School leaders, including governors, have ensured that funds available through the pupil premium have been spent effectively. As a result, gaps between students eligible for this support and others in the school are closing.

Governors challenge school leaders when they feel that improvement is required, for example in ensuring that all groups of students, including those that are disadvantaged or those with special educational needs, make better progress than was seen at the previous inspection.

**HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

In making decisions on the use of the Pupil premium we will:

* Ensure that Pupil premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
* Use the latest evidence based research(1) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
* Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil premium, by the school and governing body.
* Review strategies on a regular basis to evaluate impact and ensure value for money
* Use the quality assurance processes for departments, learning leaders and senior leaders to review impact and value for money.
* Use high quality teaching and learning as the preferred way to close the gaps in progress in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way.
* Use the Pupil premium for all year groups not just those taking examinations at the end of the year.
* Recognise the fact that FSM students are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
* Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of ‘low ability’ because of their social circumstances.
* Be transparent in our reporting of how we have used the Pupil premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
* Encourage take up of FSM by working proactively with our families in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
* Although interventions may be directed predominantly at Pupil premium students non-pupil premium students with the same academic or inclusion needs will not be restricted

from accessing the same or similar interventions.

**DEVELOPMENT OF THE POLICY**

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The aforementioned act requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. The Pupil premium Policy runs alongside the schools Special Educational needs policy who are covered under the ‘protected characteristics’ of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Policy, we have also taken into account the Ofsted Common Inspection Framework, September 2015, which continues to place a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

**LINKS TO OTHER POLICIES AND DOCUMENTATION**

Although this policy is the key document outlining our approach to closing the gaps in attainment, achievement and attendance for our disadvantaged students, we will, however, ensure that information about our responsibilities under the Equality Act 2010 for other students for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, school web site.

**ROLES AND RESPONSIBILITIES**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and closing the gaps for our students.

**THE HEAD AND THE SCHOOL LEADERSHIP TEAM**

The Head teacher works with the Business Manager to make decisions on allocating and monitoring the overall effectiveness of the Pupil Premium funding. Through the appraisal process, the Headteacher and appraisers will ensure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Headteacher to include the following information in the termly monitoring and evaluation report for Governors:

* The progress made towards narrowing the gap, by year group, for disadvantaged students
* An outline of the provision that has been made since the last annual report

The Deputy Headteachers have overall responsibility for the strategic planning, implementation and monitoring of this policy through the Disadvantaged Students Improvement Plan. They will ensure that all staff are aware of their responsibilities in closing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate student’s progress and attainment. They will also complete evaluations of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support through the review of the action plan.

The Inclusion Assistant Headteachers have specific responsibilities for the tracking, monitoring and implementation of interventions to improve the progress and attendance of students in receipt of the pupil premium funding. This includes reporting to Senior Leaders and Governors.

The Senior and Middle Leaders track the progress of the Disadvantaged Students in all year groups. They identify students in need of intervention and conduct quality assurance activities to ensure they are receiving the correct level of challenge. They also provide programmes to mentor with additional sessions and guidance - both one to one and in small groups and enrichment opportunities for students focussed on further education.

Curriculum leaders and members of staff with additional TLRs for curriculum responsibilities have specific responsibilities for tracking, monitoring and implementing specific interventions for students in receipt of Pupil Premium funding. These should be both preventative methods as well as intervention when a gap appears.

**TEACHING AND SUPPORT STAFF WILL**

* maintain the highest expectations of all students and not equate disadvantage of circumstance with ‘low ability’,
* promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive and make expected progress,
* plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained.
* support disadvantaged groups of student in their class through differentiated planning and teaching including home learning, especially for those who find aspects of learning difficult and are in danger of falling behind,
* keep up-to-date with teaching strategies and research, which have proven track record in closing the gaps in attainment and achievement.
* provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and close the gaps.
* Teaching and support staff will monitor specific groups including Disadvantaged Students, review their progress regularly and put in additional intervention where necessary.
* Where disadvantaged students are not making progress at the same rate as their peers additional teacher intervention including more regular marking and feedback (evidenced high impact intervention Sutton Trust) should be implemented.

**FORM TUTORS AND PASTORAL SYSTEMS WILL**

* Track and monitor the progress and attendance of disadvantaged students in their form through the target setting and monitoring system.
* Be responsible for helping develop good parental engagement and communication with parents of disadvantaged students through regular contact with home.

**ENRICHMENT**

The school provides a comprehensive enrichment programme for afterschool and curriculum areas. Sometimes these activities can include a financial cost and the school keeps a fund to subsidise enrichment activities for disadvantaged students to ensure they are able to participate in the same activities.

**LOCAL GOVERNING AND ADVISORY BODY**

Our Local Governing and Advisory Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps is implemented.

The LGAB is responsible for ensuring the implementation of this policy and the Curriculum committee reviews Disadvantaged Students’ progress in individual curriculum areas. The Chair of the LGAB **Tracey Saltsman** is the key Governor in reviewing the Disadvantaged Students Action Plan.

Our governing body will keep our work in closing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

**MONITORING AND REVIEWING THE POLICY**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Disadvantaged Students Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration any increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using, such as commissioning Pupil premium Reviews and strategies that are outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, students, governors and parents and carers.

**DISSEMINATING THE POLICY**

This Pupil premium policy along with the details of actions will be published:

* on our website (with paper copies available on request in the school office)
* in the staff handbook and as part of induction for new staff
* We will also use other methods and occasions such as parents’ evenings and assemblies, as appropriate to share information about the Pupil premium.