



Pupil Premium Policy

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1. Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued and respected, entitled and supported to develop to his/her full potential, irrespective of need.

2. Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals. At Castlebar school we use the indicator of those eligible for Free School Meals as our target children to 'narrow the gap' regarding attainment.

The Government do not dictate how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers. This expectation applies to special schools where there is a focus on expected rates of progress in comparison to national data sets. (Progression Guidance)

3. Provision

In order to meet the above requirements, the Governing Body of Castlebar School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, and planned and recorded intervention strategies.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable pupils.

4. Eligibility

The pupil premium is allocated to the school based on the number of eligible pupils. Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

5. The range of provision

- Facilitating pupils' access to education
- Facilitating pupils' access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention

6. Reporting

It will be the responsibility of Assistant Headteacher (Data), assisted by the Data Officer, to produce a termly report for the Governor's Pupil & Parents Committee showing:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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.

It will be the responsibility of the Pupil & Parents Committee to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged/ vulnerable pupils is given to the school's Governors on a termly basis.

The governing body will consider the information provided from the Pupil & Parents Committee in the light of the data relating to the progress of the school's socially disadvantaged/ vulnerable pupils in conjunction with national data sets.

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

Virtual school

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. Success Criteria

The evaluation of this policy is based on how quickly the school can ‘narrow the gap’ between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Improvement Plan.

The success criteria for the Pupil Premium Policy are:

- Sustained and improved pupil outcomes
- Gaps closed between Pupil Premium and non-Pupil Premium pupils
- Increased access to after school /holiday provision
- Access to specialised, high impact interventions e.g. precision teaching

8. Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Headteacher in the first instance and if required then by the Governors’ appeals panel.

9. References

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), 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](#).

Pupil Premium: funding and accountability for schools:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>