



Pupil Premium Policy

2020-2021

At Two Mile Ash school high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

September 2020

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Philosophy:

At TMA the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Statutory Frameworks

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Statement and Objectives.

TMA Values

TMA is committed to the development of the whole child and we wrap ourselves around families establishing a deep rooted trust that together every child will achieve their full potential with complete awareness of a vulnerability amongst some of our children. Our Pupil Premium is bespoke, it's targeted and it's obvious. These children must leave us on an equal footing to everyone else, they must be secondary ready and hold their heads up high ready for the challenges to face them in the next chapter of their lives. We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers once and for all. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

No one child is the same and thus this is reflected in the wide variety of ways Pupil Premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that PP should be used to impact the wider school but it is also pertinent that the PP is specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from our other intervention programs

Our key aims include:

- A whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Support Governor – Mrs Kelly Cursley.
- Close working relationship with our transition schools to ensure a joined up approach that is used to benefit our families - both pre and post transition.

Pupil Premium Funding

Inclusion is at the heart of everything we do. We provide outstanding provision bespoke to every child at TMA to ensure all our children reach their full potential. Government funding ring fences specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all – pupil premium and non-pupil premium. We all achieve at TMA!

For 2019-2020 financial year, the allocated money for Pupil Premium Pupils is as follows: Children looked after and those on Pupil Premium Plus receive **£2345** a year, Service children **£310** a year and all other Pupil Premium receive **£1345** a year. Pupils with Special Educational Needs, who are also Pupil Premium, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

The DfE gives schools the freedom to decide how to use the pupil premium funding, based upon our knowledge of our pupils needs. However, we believe the views of all stakeholders are important and we are accountable for the use of this additional funding. Within our school we adopt provision management procedures in order to track the costing of provision, analyse the impact and make decisions regarding cost effectiveness. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils 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 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 pupils at the school in respect of whom grant funding was allocated'. Through our annual Pupil Premium Report, 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.

Provision and Practices

TMA have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are.

No one child is the same and thus this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil premium pupils, in addition to and in different ways from our other intervention programmes. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

Whole School Provision

At TMA our strategic vision for PP children is to ensure outstanding provision at two levels the whole school level and the bespoke, specific interventions for each pupil. Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark. Teaching and learning is enhanced by strong professional development, mentoring and coaching, whilst our school creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences. We view both enrichment opportunities and parental engagement key for all pupils in supporting the development of the whole child both inside and outside of the classroom.

Personalised and Targeted Provision

The needs of each child is thoroughly examined and support is carefully selected from a wide range of interventions available to our children and used to create a bespoke tailored program of support aimed directly to close the gap. Our Pupil Support Team provides a wide range of specialisms across the spectrum of need at TMA. As we cannot compartmentalise children into specific boxes, we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net and provides immediate action to any concerns we have.

In making decisions on the use of the Pupil Premium funding 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 pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- 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 parents and carers 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.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils 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.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils 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.
- Liaise with transition schools to ensure a joined up approach and sharing of information and strategies in order to continue best practice for the pupils joining or leaving our school.

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils.

The Head, Senior Leadership Team and Senior Management Team are all responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The SLT team, YGMs and Head will ensure that all staff are aware of their responsibilities in diminishing the difference of our pupils.

Pupil Premium Lead

The Pupil Premium Lead will be responsible for the following within school:

- Provide a termly report to governors and the Senior Leadership Team with regards to the interventions conducted that term, the costings and the impact.

- Liaise with members of the Senior Management Team to formulate reports into progress made on a termly basis.
- Challenge and question year groups regarding the interventions in place to support the academic, social and emotional development of children.
- Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
- Liaise with the school finance team to monitor and track the allocation of funding.

All Teaching and Support Staff

Teaching and Support Staff will be responsible for the following:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, 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 diminishing the differences in attainment and achievement.

The Governing Body

The TMA Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
- Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the differences in our school and the impact of intervention.

Staff Training and Development

As a school, we believe it is important to be forward thinking and look for opportunities to develop even further. The Executive Head teacher of TMA is a National Leader of Education for PP conducting PP reviews, benchmarking our practice and sharing expertise across our Teaching School Alliance. She has simultaneously led disadvantaged schools out of special measures. This has afforded many opportunities and raised life chances for many PP children outside of TMA. Furthermore, she has piloted and co-ordinated HMI, Teaching Schools and the LA to raise awareness of PP children across the South East to ensure no PP child is failed.

As a school we will therefore use our in-house expertise as well as additional training to ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through teacher appraisal

arrangements, they will make sure diminishing the difference is a priority area of focus for the school.

Monitoring and Review

Our work in relation to Pupil Premium will be reviewed on a termly basis to ensure that it is having the intended impact in diminishing the difference. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. New strategies will be evaluated robustly and existing educational research will be considered such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

The Pupil Premium Report will be published annually detailing the objectives for the year, the allocated funding and the impact that this funding has had on the pupils.

During the academic year 2018-19 a Pupil Premium Audit was conducted by members of the IFTL Senior Leadership team. The Pupil Premium lead, Pupil Premium Governor and members of both the SLT and SMT have taken on board the recommendations of the audit findings for the Strategy Statement 2020-21, which can be found on the school's website.

Dealing with Complaints

At Two Mile Ash, we endeavour to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. TMA parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage.

However, if this fails and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

Safeguarding

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

If any behaviour is a concern in relation to safeguarding TMA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Officers.

Version: V1 – Wednesday 14 th October 2020	
Approval:	Next Review on or before:

This policy was ratified by Two Mile Ash Governing Body.

14th October 2021

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)