

# Langley Grammar School

## Pupil Premium Policy

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### 1. Rationale and aims

We are committed to ensuring all students at Langley Grammar School, including students who attract the Pupil Premium Grant, achieve excellent academic outcomes and are given access to wider opportunities. We will use the Pupil Premium Grant (PPG) to help remove potential barriers for individuals and groups of students in order for them to develop into well-rounded, confident and successful young men and women. This policy therefore sets out our approach to the allocation of PPG funding in school.

This policy has been written in line with the Department for Education's current guidance and October 2019 policy paper on the effective use of the Pupil Premium Grant, and the Education Endowment Foundation (EEF) *Guide to the Pupil Premium* (June 2019).

The grant is not ring-fenced to individuals and does not provide a personal budget; the use of this funding may be case dependent and will be allocated where the school deems there to be most need. It is also worth noting that schools are encouraged by the Department for Education to spend the funding on whole school improvements which will benefit non-disadvantaged pupils as well as those who attract the PPG. Furthermore, the Department of Education's Policy Paper for Pupil Premium states, 'school leaders are best placed to assess their pupils' needs and use funding to improve attainment'.

### 2. Allocation

The number of disadvantaged students who attract the Pupil Premium Grant at LGS is relatively low (about 7% of the cohort) and, generally, students from disadvantaged backgrounds achieve outcomes which are in line with other students within our school.

PPG funding is lagged and is based on the October census return from the previous year; the first payment is not received until nine months after the start of the academic year. We will use the funding to support Year 7 to 11 disadvantaged and other students throughout the academic year despite the lagged nature of this funding.

We will encourage students in Years 12 and 13 to apply for the 16-19 Bursary to support any additional academic costs.

### 3. Accountability

We will be transparent in how we spend the Pupil Premium Grant by:

- publishing annual reviews on the website
- writing to parents and guardians, detailing the provision
- talking with disadvantaged students to identify barriers in order to create bespoke support
- providing Governors with evidence based practice to quality assure pupil premium related funding.

#### 4. Definitions and Rates 2019 – 2020

The following definitions are provided by the Department for Education.

Terms	Definitions	Pupil Premium Grant (per pupil funding)
<b>Disadvantaged</b>		
<b>Ever 6FSM</b>	Pupils in Years 7 to 11 recorded as currently allocated FSM or having had this provision in the last 6 years (EVER6)	£935
<b>LAC or Previous LAC</b>	Looked After child (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.  <b>OR</b> 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 agreements order or residence order.	£2,300
<b>Service Children</b>		
<b>Service Ever 6</b>	Pupils in year groups, Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£300

#### 5. How funding will be spent

##### a) Pupil Premium FSM and Ever 6 FSM:

We will embed a three-tiered approach following the framework suggested by the Education Endowment Foundation – see the diagram in Appendix 1. The following suggestions are not an exhaustive list.

##### ***Tier 1: Developing quality of teaching for all***

Tier 1 support may include:

- Purchasing various resources to develop whole school priorities such as developing vocabulary.
- Staff training initiatives to strengthen teaching and learning.

##### ***Tier 2: Individual academic support***

Tier 2 support may include funding the provision of:

- Revision apps, eg GCSEpod
- Revision guides
- Targeted revision sessions
- Subject-specific intervention
- Transport to attend revision sessions.

**Tier 3: Wider strategies for individuals that support personal development and readiness to learn, develop resilience or encourage high aspirations.**

Support may include full or partial funding for:

- Peripatetic music lessons
- Clubs – transport or kit within or outside of school
- Educational visits and other chargeable activities
- Uniform
- Stationery and folders
- iPads for learning
- Enabling parents to attend events in which their students are participating
- Access to Student Support and specialist staff e.g. Behaviour and Welfare Practitioner.

In cases of families facing extreme financial difficulty, we may be able to support students with more unusual but necessary items like a mattress/ desk and chair. These items must be essential for students' ability to learn and to support their wellbeing.

**b) Pupil Premium Plus:**

Looked After Children (LAC) are described as Pupil Premium Plus. These students have the same access to the funding support above. They may also require a more intensive provision and additional time with a counsellor or our Learning Mentor. Priorities for use of the Pupil Premium Plus funding will be discussed and agreed between the parents and the Designated Teacher for LAC.

**c) Service Pupil Premium:**

Service Pupil Premium students may require some additional pastoral support facilitated by Phase Leaders. This is to help support them through the frequent changes of school which are likely for service families.

**6. Policy evaluation and review**

The implementation and impact of this policy will be monitored and evaluated by the Governors' Students, Staff and Community Committee. The policy will be reviewed every two years, or whenever there is a significant change in national guidance on support for disadvantaged pupils, LAC or Service children.

<b>Reviewed by Students, Staff and Community Committee:</b>	<b>Nov 2019</b>
<b>Approved by Headteacher:</b>	<b>Nov 2019</b>
<b>Review date:</b>	<b>Oct 2021</b>

## Appendix 1:

Taken from Page 9 of 'The EEF Guide to the Pupil Premium' updated 14<sup>th</sup> June 2019

### A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

#### 1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

#### 2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

#### 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



#### Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.