



Loving God - Caring for Each Other - Achieving Excellence

Pupil Premium Policy

Pupil Premium is additional funding allocated to school to address inequalities and close the gap in attainment between the richest and the poorest in society, to help boost the achievements of disadvantaged youngsters. The main objective of the funding is to put measures in place to ensure that all children are reaching their full academic potential, whilst also maintaining a happy, social school life. This strong, inclusive and aspirational Christian vision ensures every pupil is revered, respected and loved, becoming the best that they can be.' 'Driven by the Christian vision and dedication of staff, the learning needs of vulnerable pupils are sensitively and closely supported to ensure all make at least good progress.'

Purpose

The purpose of this policy is to outline how Crompton House School aims to ensure that the Pupil Premium grant allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

Crompton House School is accountable to its parents and school community for how it is using this additional resource to narrow the achievement gaps for our students. Since September 2012, schools have been required to publish how much pupil premium funding they receive, how it has been spent and how it has impacted the attainment of the pupils that attract the funding. 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.

School Aims

We aim to ensure that every child leaves Crompton House School, morally grounded, a person with Christian compassion as well as excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of the Pupil Premium grant will support us in achieving our aims.

This is published on the school website.

How decisions will be made 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 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 students.
- 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 students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is a robust monitoring and evaluation in place to account for the use of 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 groups 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 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.

Development of the Policy

This policy has been developed in consultation with our students, staff, governors and parents and carers.

It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010 and will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individual, including children funded through the Service Premium cannot be identified.

Principles

- We will ensure that high quality teaching and learning opportunities meet the needs of all pupils.



- Ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes guaranteeing that the needs of socially disadvantaged pupils are addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who are eligible for the pupil premium grant are socially disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for the Pupil Premium Grant. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

The Pupil Premium funding will be used to primarily support the learning needs of the individual child with a particular emphasis on literacy and numeracy and **progress in English and Maths**. The grant will also be shared on a multi-faceted basis to cover all areas where learning and attainment can be improved. Our aim is to maximise attainment for our Pupil Premium eligible students and to close the gap between these students and their peers.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. We have also made reference to examples of best practice commissioned by the Education Endowment Foundation (EFF) & Sutton Trust to help shape our provision.

This provision has the full support of the Governing Body and some examples are:

- Ensuring that staff have access to high quality professional development to support effective teaching and learning strategies.
- Maintaining small class sizes for those students who would benefit from more frequent personal attention.
- Provision of ICT equipment to help students access learning resources with an aim to raise attainment and progress.
- Providing small group work with experienced teachers to overcome identified gaps in learning.
- 1:1 support for Reading Recovery and Numeracy support to develop key skills which underpin success in other areas.
- Additional teaching and learning opportunities provided through trained Learning Support Assistants.
- Extra numeracy and literacy provision to develop skills which underpin success at examination level.
- A dedicated Pupil Premium Champion whose focus is working as part of the Student Support Services team to provide a complementary service to address the needs of pupils who need support to overcome barriers to learning to raise their aspirations and achieve their full potential.
- Individual cases of hardship, affecting participation in education, may be considered on a case by case basis if funding is available.
- Paying for essential curriculum-based activities.



- Payments for Children Looked After (CLA) will take place with the guidance and in consultation with the student's teachers and the LA Virtual Head. The Personal Education Plan (PEP) will be written to support the learning needs of the students and will be monitored by the Designated Teacher for CLA students. It is noted that the PP funding for CLAs held by the LA from where the CLA originates and is therefore dependant on each LA's individual arrangements. As such funding decisions must be student centred and agreed in the PEP prior to spending.

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Crompton House at with high levels of expected progress based on their different starting points.

Key Staff & Responsibilities:

Mr K Newell: Headteacher and strategic lead for day to day school management and advisor to the Governing body for Pupil Premium

Mrs L Clark: Pupil Premium Link Governor

Mr P Pritchard Pupil Premium Link Governor

Mr D Dunkley: Deputy Head Teacher: SLT Link Pupil Premium &: Designated Teacher for CLA students.

Mrs L Leitch Ainsworth: Pupil Premium Champion.

Reporting & Governance

The Headteacher will produce annual reports for the Governors' curriculum committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision and its impact along with a plan for the following years spend
- The Pupil Premium Governor will also monitor and report on the day to day actions and impacts via termly monitoring visits

The Governing body has overall accountability for how the Pupil Premium grant is spent and supports the Headteacher in the day to day leadership in terms of how this is grant is used.

The governing body within its remit will both challenge and support the Headteacher to ensure that the students of Crompton House have the best possible outcomes.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of raising attainment, for socially disadvantaged pupils. This statement will be published on the school's website.

Appeals



Any appeals against the allocation of the Pupil Premium should be made through the Governors' Pupil Premium complaints procedure.

EG – Parents/Carers who are unhappy about decisions made regarding the allocation of PP funding in respect of their child can appeal. Appeals should be made in writing within 2 weeks of notification of the decision. Appeals will be heard with 28 days of receipt of appeal by the PP Complaints Committee (consisting of Deputy Head Teacher SLT Link, PP Link Governor and Chair of Admissions & Pupil Support committee).

Students/parents/ Carers who remain unhappy with the decision of the Pupil Premium Complaints Committee can make use of the formal Complaints procedure.

Review

This policy will be reviewed annually and monitored by the Admissions and Pupil Support Committee:

Document number PP-APS2022/March 2023 adopted by Admission and Pupil Support Committee

Date 8th March 2023

Signed (Chair).....J Swift

Print NameJonathan Swift.....

Date of next review.....March 2024.....