

Appendix 2

GLF Schools Guidance

Supporting the Attainment of Disadvantaged Pupils



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Mission: All GLF schools deliver an ethos of high attainment for all pupils

GLF's aspiration for all children is to Grow, Learn, and Flourish

All GLF schools are committed to our core remit of providing an outstanding educational experience for all pupils. Raising the attainment of disadvantaged pupils is part of our ongoing commitment to help all pupils achieve their full potential.

We aim for:

- all children to enjoy their learning, attain high outcomes, become confident individuals and responsible citizens whilst making excellent progress in all respects;
- all children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership;
- all children to be supported and encouraged to lead healthy and active lives.

Every GLF school should ensure that all staff embrace the ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils in terms of seeing them as a group that face similar barriers to learning or having less potential to succeed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged.

Pupil Premium Strategy at GLF Schools

To ensure DfE compliance, GLF schools must publish on their school Pupil Premium Webpage:

- Current academic year Pupil Premium Strategy
- Previous academic year review of expenditure and impact (where the school has been open for more than a year)

To support a consistent approach to raising the attainment of Disadvantaged, all GLF schools are encouraged to publish:

- GLF PP website statement
- GLF Pupil premium guidance

PP strategy Guidance

The following guidance is organised under three headings from which the school should base their pupil premium strategy.

1. Quality teaching for all
2. Targeted support
3. Other (wider school) approaches

1. Delivering whole school high quality teaching, learning and assessment to raise the attainment of those who are eligible for the pupil premium and other pupils

Schools should implement a whole school approach to delivering a consistently high standard of teaching for all pupils through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.

Schools should ensure that teaching and learning opportunities meet the needs of all pupils, valuing the contribution that pupil premium funding is able to make regarding training for staff in key knowledge and skills.

Effective teaching and learning should be supported by an effective behaviour and conduct policy to ensure all pupils access and engage in their learning. Schools should regularly communicate high expectations for behaviour through simple, clear rules. All staff should receive training in the delivery of effective behaviour management.

Pupil Premium Strategy	Example of actions and deployment
Quality teaching for all	<ul style="list-style-type: none"> • Monitoring of quality first teaching and performance management • Individual target setting • Stimulating learning environment • Feedback policy • Positive behaviour policy • Effective whole school 'house' system • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities) • Embedded whole school literacy and numeracy strategies

2. School based: Delivering targeted academic and pastoral intervention support for individuals or groups of pupils to raise attainment

All GLF schools should address the attendance and behaviour needs of disadvantaged children

Schools should track behaviour and where appropriate, children vulnerable to poor behaviour should be identified and targeted with behaviour support strategies. This may include social and emotional support strategies to help pupils in need of additional support, including THRIVE, Student Support facilities and through working with their families.

Schools must address poor attendance through systematic and robust tracking of all pupils. This may include a nominated member of staff contacting home when a pupil fails to attend school or fails to arrive on time. If the problem persists, children and families are identified and targeted for support, such as in-school specialist staff and outside agencies working with families to address any barriers they face in getting their children to school.

Funded interventions will include pastoral support where appropriate (e.g. attendance support, family liaison and the development of social skills).

Targeted intervention based on individual need

All GLF schools should have systems and registers in place to identify, monitor and track each pupil's academic and pastoral barriers, challenges and interests. They should be proactive in seeking the best strategies to help each pupil make the next step in his or her learning.

Teaching should focus on providing targeted support for under-performing pupils, seeking out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.

Schools should ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of all socially disadvantaged pupils are adequately assessed and addressed – PP, CLA, Service children, Adopted.

The pupil premium funding should be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. Additional provision for SEN pupils will be funded through a combination of SEN funding and their

pupil premium allocation where applicable. This includes providing individual support for specific learning needs and group support for pupils with similar needs.

The majority of our work through the pupil premium will be aimed at children to achieve at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE.

We will also use pupil premium in areas where eligible pupils show a particular aptitude or strength, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.

3. Wider School: All GLF schools should ensure effective deployment of staff to support in-school and wider school provision

Whenever possible, schools should deploy their best teachers to work with pupils who need the most support.

Schools should constantly monitor the effectiveness of staff deployment and the strategies used to review provision in the light of tracking data and other evidence (e.g. Assessment Manager on SIMS, pupil asset, Pupil Progress Meetings). Monitoring data should be used as part of whole school monitoring to inform judgements on school effectiveness.

Schools should identify the strengths of each member of staff and find the best ways to use them. School leaders should identify and celebrate best practice to 'grow their own staff'.

Schools are encouraged to make use of [The Education Endowment Foundation](#) (EEF) to inform their choices of intervention. The EEF has produced a [teaching and learning toolkit](#) to help teachers and schools use the pupil premium effectively to support disadvantaged pupils. EEF's [families of schools database](#) helps teachers learn about effective practice from similar schools. They have compiled a series of [guidance reports](#) to supplement schools' knowledge of best practice.

EEF has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Pupil Premium Strategy	Example of actions and deployment
<p>In School Effective deployment of staff through targeted support to raise attainment and accelerate progress</p>	<ol style="list-style-type: none"> 4. 1:1 or small group interventions 5. Booster groups 6. Additional academic club provision 7. Providing small group work with an experienced teacher focused on overcoming gaps in learning 8. Additional staffing in specific targeted year groups 9. Additional group teaching and learning opportunities provided by trained HLTAs 10. Additional curriculum resources (fully or partly funded through pupil premium) for school and home use 11. Breakfast club 12. Targeted intervention 13. Transition support 14. Summer School

<p>Wider School: Approaches to remove barriers to learning</p>	<ul style="list-style-type: none"> • Increase pupil engagement and involve families • Incentives to raise attendance • Extra-curricular opportunities • Behaviour support • Thrive interventions • EWO • Visitors (e.g. theatre companies) • Improve engagement in learning and widening experiences through educational visits, including residential trips • Development of outside provision (training) • Outdoor education experiences
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GLF Schools' accountability for raising the attainment of PP pupils

All GLF schools should have clear, responsive leadership

The nominated pupil premium leader Jo Garrod/ Claire Ramsay will be responsible for leading pupil premium provision. Schools will decide whether responsibilities should be delegated to a team, developing leader, pupil premium champion, member of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support, admin team for behaviour and attendance).

A link governor will work with the pupil premium leader - and other staff where appropriate - to ensure that the governing body is directly involved in monitoring the use of pupil premium funding and making decisions about provision. All school staff and governors should be familiar with GLF's PP guidance and the school's current PP strategy.

All GLF schools should be data driven and respond to evidence to ensure a positive impact of provision

GLF schools aim to raise the attainment, funded or part funded by pupil premium, of socially disadvantaged pupils to ensure they achieve age related expectations or above. Where a child is working below expectations they should strive for good progress from that child's starting point.

Schools should formally review their strategy at least once an academic year. However schools should review attainment and progress regularly, spot any signs of underperformance and address them quickly. Teachers should engage with the data themselves: they input, analyse and use it to underpin their planning and teaching. Schools should have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.

Schools should involve the widest possible group of appropriate stakeholders in making suggestions about pupil premium strategies and evaluating their outcomes, particularly members of the staff team, the Governing Body, pupils and their families.

It will be the responsibility of the Head Teacher supported by the inclusion leader/pupil premium leader to produce regular Pupil Premium reports for the Governing Body.

Termly:

- Overview of the priority vulnerable groups, trends of performance and the identification of 'outlier' vulnerable children and families.

- An account of the attainment and progress made for socially disadvantaged pupils informed by published and in school data.
- An outline of any changes to provision that have been made since the last meeting; this may include case studies to demonstrate the impact of provision.

Annually:

- Specify a date and then conduct a full review of the pupil premium strategy
- An up to date contextual overview and direction for raising the performance of disadvantaged children at the school (based on up to date school data).
- The pupil premium leader should ensure any actions in the PP strategy are linked to whole school development priorities. Every school should ensure they meet the [DfE's expectations for PP funding and accountability](#).
- The school's self-evaluation documents should include the evaluation of the impact of the PP spending on raising attainment of pupil premium pupils.
- Members of the Governing Body/School Strategy Board should contribute to the review process on how the pupil premium funding has been used for socially disadvantaged pupils, and what the impact has been.

Department for Education - Pupil Premium Terminology

The Secretary of State for Education uses the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017.

The pupil premium grant (PPG) provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Disadvantaged pupils are identified in the national school datasets based on their eligibility for the pupil premium. This refers to the group of pupils eligible for free school meals at any point within the past six years (Ever 6 FSM) and pupils looked after by the local authority (CLA). The CLA premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan.

GLF schools use the terminology 'PP pupils' to track the use of the pupil premium. Schools should review their pupil premium grant allocation to ensure they have accurate registers of all the pupils eligible for the PPG. Depending on pupil numbers, they may feel it appropriate to track additional sub groups of PP pupils who fall into additional groups such as SEND, CIN, CLA, EAL, MA, and Service children.

*Updated June 2017
A Moses, GLF Education Team*