



Pupil Premium Policy

Mission statement

At Helston Community College, all students including the most severely less-advantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of students from deprived backgrounds and others at all educational stages. The funding provided through the Pupil Premium Grant was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year while the coalition government is in office, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding on the first day a child who is taken into care, children of service personnel and a child who is adopted if parents notify the school.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged students compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of student groups, in particular those who attract the Pupil Premium.
- The annual reports for parents that schools are required to publish online.

Principles

Expectations are high for all student groups and individuals. We do not equate deprivation and challenge with low ability.

Not all students who qualify for FSM are socially less-advantaged and not all socially less-advantaged students qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all students.

All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

Research and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

Roles and responsibilities

Governing body

The governing body will approve the overall strategy for deploying Pupil Premium Grant prepared by the Headteacher and presented in the school improvement plan.

The governing body will hold senior and middle leaders to account for implementing the school's strategy, and for evaluating its impact on the achievement of targeted students.

The Chair of the Finance Committee is the governor designated to ensure that the Pupil Premium grant is used to support eligible students within the context of this policy.

The Chair of the Teaching and Learning Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted students.

Headteacher and SLT

In Helston Community College, the Headteacher retains overall responsibility for leading the Pupil Premium strategy.

The Deputy Headteacher will produce trajectory targets for reducing the gap between Pupil Premium students and their peers over three years matched to the school improvement plan.

The Assistant Headteacher for Key Stages will be responsible for producing termly reports for the governing body, showing the progress made by socially less-advantaged students and projections for each academic year, and for evaluating the impact of the support programme.

Head of Faculty

Heads of Faculty are responsible for the progress of all students within their subjects and will contribute to reports for the governing body through the Assistant Headteacher for Key Stages.

Head of Progress

Heads of Progress are responsible for monitoring the progress of Identified Groups of students within their year group, and will contribute to reports for the governing body through the Assistant Headteacher for Key Stages.

All Teachers and Support Staff

All staff are expected to have an in-depth knowledge of all the students they teach and support, especially students with disabilities and special needs, and those who qualify for additional funding through the Pupil Premium grant.

Class and subject teachers are responsible for the progress made by all students.

All staff will give students clear feedback that helps them to improve their work.

Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

The school will have an effective strategy for supporting Pupil Premium students and there will be strong commitment to this strategy by all stakeholders.

Resources will have been purchased and appointments made so that actions in the school improvement plan are being implemented.

Medium term

As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced.

Evaluation through scrutiny of students' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all students.

Discussions with students through mentoring sessions provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets

Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between students benefitting from Pupil Premium funding and their peers:

- the progress gap – socially less-advantaged students will make accelerated progress in comparison with other students.
- the attainment gap – accelerated progress will result in closing the gap in grades/levels.

Pupil Premium Action Plan

The Pupil Premium Policy will set aside the Pupil Premium Action Plan which will outline clear strategies for improving the progress for less-advantaged. The Action Plan will highlight to governors the expenditures and how the funding is being used with clear criteria on measuring outcomes.