



Lady Margaret School

Policy for Effective Pupil Premium Spending

Reviewed: November 2020

Next Review: Autumn 2022

1. Background

The Pupil Premium is allocated by the DfE, to schools and academies with students between Foundation Stage 2 and Year 11 each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Students). Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded students in comparison with their non-disadvantaged peers within the school and nationally, whatever their academic starting point, potential and personal circumstances.

Pupil Premium Plus is allocated by the DfE, to schools and academies with students between Foundation Stage 2 and Year 11 each year, that are known to have been previously looked after (post-LAC) by a LA in England or Wales. Schools are now accountable to the LA Virtual School Headteacher (VSH) for the ways in which funding is spent, so it may be held back until the VSH is satisfied with the school's plans in respect of each student. Funding for LAC students is held by the VSH and is released in line with a PEP and the VSH (not the school) is accountable for the spending on these students.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision that all our students engage in learning and wider opportunities so that they build their "Goodly heritage" and become confident and curious, resilient, resourceful and compassionate young women.

2. Principles

- We will ensure that teaching and learning opportunities meet the needs of all students, with support and challenge and regular feedback to improve their progress throughout the school.

- We will ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- In making provision for socially disadvantaged students, we recognise that not all students who are eligible to receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated to initiatives involving students who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-disadvantaged students alike in order to engage students fully in their learning.
- The majority of our work through the Pupil Premium will be aimed at maximising student achievement and attainment, especially in English and maths, so that students can access the widest range of future pathways.
- We may use Pupil Premium in areas where eligible students show a particular aptitude, but where financial circumstances prevent them from accessing specialist support; in these cases, a parent/guardian will need to complete a Financial Hardship Form (see Appendix).
- We recognise that students face a number of challenges which can be barriers to learning so our range of funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see examples below).
- All staff are responsible for supporting Pupil Premium students: teachers are responsible for the progress of the Pupil Premium students in their classes, supported and monitored by the Head of Department; Form Tutors and Heads of Year will monitor progress, attendance, engagement across the curriculum and participation in extra-curricular activities and performances.
- We will monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. SIMS, Progress Reviews, Academic Review Day discussions, Attendance Diamond, teacher feedback, book looks and lesson observations).
- We will involve the widest possible group of appropriate stakeholders in evaluating the effectiveness of the Pupil Premium strategies used.

3. Provision

The Deputy Headteacher (Pupil Progress) is responsible for the provision and priorities for Pupil Premium spending, contained in the Strategy document.

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which quality first teaching approaches or interventions will be appropriate for a particular group of Pupil Premium students, or an individual student. Examples of recent provision are included below, and the full range is included in the material published on the website.

Barriers to attainment and achievement	Examples of recent strategies
A GCSE Attainment and Achievement	<ul style="list-style-type: none"> • Doodle Maths App on I-pads • Action Tutoring programme/small group tutoring for those not on track for a Grade 4 in English/ Maths • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Revision resources • One-to-one subject specialist meetings • Timetabled Curriculum Support lessons with subject specialists or LSAs for key year groups • Staff CPD for outstanding teaching and high-impact interventions (eg feedback, questioning, metacognitive activities) • ARD/GHD additional mentoring
B Student Aspiration	<ul style="list-style-type: none"> • KS3 PP Coordinator monitoring and mentoring • Aspiration station as a base for learning and support • Educational visits and visitors (e.g. Kingston University, Saatchi Gallery, British Museum, Wellcome Trust, WE, St Paul's Take Over Day) • Extra-curricular participation (eg D of E, Couch to 5K) • Student leadership opportunities (eg The Prince's Trust, Year 8 Ambassadors, Mind Ambassadors, Junior House Captains, KS3 Book Club)
C & E Attendance	<ul style="list-style-type: none"> • Attendance Tracker • Attendance, Welfare and Pastoral Support Officer • Support for student well-being
D Curriculum & skills	<ul style="list-style-type: none"> • Functional Skills resources to support numeracy and the basic maths skills to succeed in maths and sciences • Extra-curricular programme (e.g. Tea and Chat, Sing-along lunchtime, 100 Women Badge Club, Calligraphy Club, Numeracy and Games Club)
F Family engagement	<ul style="list-style-type: none"> • "Bridging the Gap" programme with families • Mind launch event, focus group and parental resources
G Mental Health	<ul style="list-style-type: none"> • Support for student well-being in the Aspiration Station • Mind focus groups and initial Trailblazers programme

	<ul style="list-style-type: none"> • Kalm Club • Walk for Wellbeing • Student and parental communications from KS3 PP Coordinator with strategies and to signpost support • KS3 Wellbeing packages
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4. Reporting

It will be the responsibility of the Headteacher to report to the Governing Body, including:

- an account of the progress made towards diminishing the difference in progress and attainment (disadvantaged against non-disadvantaged students);
- an outline of any changes to provision that have been made;
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference', for disadvantaged students, and what the impact has been. Publication will include posting the statement on the school website.

Appendix 1

Pupil Premium: Financial Hardship Form

The Governing Body acknowledges that the cost of specialist provision may prevent some students from being able to participate in some activities. If you would like your daughter to be considered to receive financial assistance towards meeting the cost of specialist support, please complete this form and return it to Mrs Fleming, Finance and Payroll Officer, by:

- May half-term for support in the Autumn Term
- October half-term for support in the Spring Term
- February half-term for support in the Summer Term

Any applications received after these dates will not be considered.

Student	Parent/Carer
Forename:	Forename:
Surname:	Surname:
Date of birth:	Email address:

Do you have more than one daughter attending Lady Margaret School? Yes / No
(Please delete as appropriate)

If yes, please provide details below

Forename	Surname	Date of Birth

Is your daughter(s) currently in receipt of Free School Meals? Yes / No
(Please delete as appropriate)

Annual Household Income
(please tick as appropriate)

£20,000pa and below £20,001-£30,000pa £30,001+pa

Supporting Statement

Name of Specialist Provision:

Date/duration of provision:

How will your daughter's achievement and engagement benefit from this specialist provision?

Please include additional information as to why you should be considered for financial assistance for this specialist provision:

Declaration

I declare that the information I have given here is true and complete, and I agree that I will inform the school of any changes to my financial circumstances.

I understand that there is an expectation that any subsidy will enable my daughter to participate in the wider life of the school and help her to make progress. Therefore I will support her in attending:

Signed Parent / Carer: _____ Date: _____

School Use Only

Information checked by: _____ Date: _____

Eligibility confirmed

Discount applied

%
£

Non Eligibility confirmed

Form passed to CF on date: _____

Appendix 2

Staff application for funds/resources to support the progress of disadvantaged students

Student name:

Form:

Staff name and role:

Disadvantage (tick all that apply):

- FSM
- PP
- Post-LAC

Barrier to progress (tick only one):

A	GCSE Attainment and achievement	
B	Student Aspiration	
C / E	Attendance	
D	Curriculum & skills	
F	Family engagement	
G	Mental Health	

Proposed strategy/intervention:

Who will be responsible for this provision and the evaluation of the impact?

Expected impact:

Funds requested:

- 1. No funding/free provision
- 2. One-off
- 3. Termly
- 4. Annual

Amount requested: £

To be completed by SHW

Agreed: Y/N

Amount: £

Entered into Strategy document:

Date:

Staff Evaluation of Effective Pupil Premium Spending

Student name:

Form:

Staff name and role:

Engagement with provision:

Attendance	Participation	Achievement	Rewards

Evaluation of the effectiveness of this provision:

Barrier to learning	Desired outcome	Chosen approach/action	Impact and evidence	Cost	Lessons learned

To be completed by SHW:

Entered into PP Review document: