

# Policy on the use of Pupil Premium Funding

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## 1. Introduction

The Staff and Governors of Frome Community College are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the students so that all make maximum progress and reach their potential.

Our college welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all students in receipt of free school meals are socially disadvantaged.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free college meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of students the college has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

## 2. Provision

Frome Community College is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. This will be described in our 'Whole College Provision Map'.

## 3. Rationale for decisions about provision

The rationale for resource deployment is decided by the college, based on the principles stated in our provision map. These are:

- effectiveness and impact so that progress and achievement is maximised for every pupil
- flexibility
- fitness for purpose
- value for money acknowledging appropriate accountability
- equity
- inclusivity

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the discretion of the Senior Leadership Team.

The College's Senior Leadership Team, through year group leaders, will monitor the attainment and progress of all students and decide which students need additional provision and what this provision will be.

The College uses on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time.

The Inclusion Leader (VW), Learning Support and Student Services are also involved in this process.

We always seek to provide outstanding quality teaching for all students. Timely, precision teaching intervention is also used to maximise students' progress and attainment. When considering the deployment and funding of additional support through pupil premium and other college budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

- facilitating students' access to education
- facilitating students' access to the college's curriculum support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- additional opportunities to enhance or complement the college offer e.g. after college clubs, holiday clubs etc.
- alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the college's own programme

Where it is considered that there is a need for alternative provision from external providers that complements the college's offer, the SLT will agree this following discussion and advice from colleagues and other relevant sources.

#### **4. Monitoring and Evaluating Provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary.

The overall effectiveness and impact is evaluated termly usually through year group attainment and progress meetings or through the twice yearly Additional Needs Reviews held between the Inclusion Leader and each Class Teacher.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.
- The Governors' Curriculum Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

## **5. Reporting and Accountability**

It will be the responsibility of the Principal, or a delegated member of staff, to produce a twice yearly report for the Governors' Curriculum sub- Committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged students
- the teacher assessment data we collect e.g. phonological assessment, spelling, reading, writing and maths that demonstrates this
- comparative data for all known socially disadvantaged students by year group
- an outline of the provision that was made during since the last meeting
- 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

The Chairperson of the Curriculum sub-committee, with support from the college, will provide an annual report to the governing body on the college's progress towards 'narrowing the gap' for socially disadvantaged and other 'vulnerable' students. This will be presented at their first meeting each autumn term.

This report will follow DfE guidelines but will in essence:

- detail the average progress of those students receiving support funded from pupil premium;
- provide comparative data showing our college's progress relative to other schools nationally through the modified national data supplied by the DfE (when provided), and include financial details of how pupil premium was spent (the business manager will keep on-going records to facilitate this).
- this report will also be published on the college's website and parents/carers will be informed when this has been done via the college's Newsletter.

## **6. Complaints**

It has been indicated by the DfE that it is intended that parents will be able to request access to their child's share of the premium.

As the intervention programme the college implements will be planned in advance and will account for all of the funding available to the college for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions.

Our policy, therefore, is that this will not be allowed. The Principal or his representative will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual.

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

## **7. Review**

This policy will be reviewed every 2 years as part of the college's cycle. However, this can be sooner to reflect new information or changes as to what is required.

Gavin Ball  
October 2012

Revised review date Spring 2016 Students, families and Community Committee