

Greenwood School

Pupil Premium Policy



Date of Policy Issue/Review	December 2020	Review Date: December 2021
Name of Responsible Manager	Vicky Essex	
Signature of Responsible		

Introduction to Pupil Premium

The Pupil Premium was introduced in April 2011 and is intended to raise the attainment and progress of disadvantaged students and close the gap between them and their peers. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these students in reaching their potential by accelerating their progress.

Funding is based on school census figures for the numbers of students who fall in to the following groups:

- Eligible for Free School Meals from Reception to Year 11
- Having been in receipt of Free School Meals at any point over the last six years (Ever6), but may not be in receipt of them now
- Looked-after children who have been looked after for 1 day or more
- Looked-after children who were adopted from care on or after 30 December 2005
- Looked after children who have left care under a special guardianship order or a residence order
- Armed forces children.

This service premium is designed to address the emotional and social well-being of these students.

Greenwood School's principles for Pupil Premium

At Greenwood School, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Overall Objectives

Our School will ensure that the Pupil Premium funding will make a significant impact on the groups of students for whom it is intended, be it academic or personal development. The

Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for disadvantaged students and thereby close the gap between the achievement of disadvantaged students and their peers.

How we will ensure effective use of the Pupil Premium

Funding will be allocated following a needs analysis which will identify priority groups or individuals.

In making provision for disadvantaged students, we recognise that not all students who qualify for the Pupil Premium funding will be disadvantaged or underachieving. We also recognise that not all students who are disadvantaged are registered or qualify for the Pupil Premium. We therefore reserve the right to allocate the Pupil Premium funding to support any students in the school that are legitimately identified as being disadvantaged by Greenwood School.

Provision

The spending of Pupil Premium funding will be informed by the experience of staff as to what has worked well in the past and collaboration with our 9 secondary feeder schools, together with our network of other Education Centres in Hampshire. We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these students.

Examples of the range of provision we may put in place include:

- Baseline test to identify those requiring interventions, including Access Reading and Vernon Spelling tests
- Dyslexia screening to identify particular areas of need for those with SpLD
- 1:1 English interventions
- 1:1 Maths interventions
- Small groups
- ELSA
- Careers advice and support
- Academy 21 (remote online learning in English, Maths and Science)
- Home Tuition
- Alternative Provision: College (Building, Catering, Hair and Beauty, Motor Vehicle), GAP (Greenwood Alternative Provision, BTEC Animal Care) EL&D (BTEC Construction) Fishing, New Horizons, Oarsome Chance, Outdoor Learning Centre, Princes Trust, Wessex Dance, Workmobility
- Work Experience
- CPD for specific areas of need of our current cohort of students
- Facilitating students' access to education and the curriculum through additional or specialist resources e.g. specialist software
- Additional teaching and learning opportunities provided through HLTA and LSA or external agencies.

Reporting outcomes:

We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the disadvantaged students.

It will be the responsibility of the allocated manager for Pupil Premium to produce a report for the Governing Body that will include:

- The progress made towards closing the gap for disadvantaged students
- An outline of the provision made since the last report
- An evaluation of the effectiveness, in terms of the progress made by the students receiving a particular provision.

Greenwood School will publish online how Pupil Premium was spent in the previous academic year with educational outcomes as well as projected spending for the current academic year.