

TITUS SALT SCHOOL



Policy 05-007

Disadvantaged Students Funding



1.0 The school

Titus Salt School has approximately 1450 students on roll with an expectation that this will rise to 1500. It has a proud reputation as a caring school which places the individual at its heart. Visitors regularly comment upon the warm and friendly atmosphere created by the positive relationship between staff and students.

The school has great aspirations with a proud history and heritage yet always looking to the future - celebrating student wellbeing, high academic standards and achievement for all. It is a school in which children can achieve and be inspired.

1.1 Mission statement

Together - Resilient - Ambitious - Caring

1.2 Aims

We are proud to be part of a community where everyone:

- Enjoys learning
- Is helpful and polite
- Works hard to achieve the best they can
- Treats others and the environment with respect
- Takes responsibility for themselves and their actions.

1.3 Vision

- To provide education in line with national legislation and Local Authority guidelines
- To plan and deliver a broad and balanced curriculum to enable all our students to develop their social, intellectual and physical potential
- To provide equal opportunities for all our children to develop and extend their spiritual, moral and cultural capabilities, whilst fostering an awareness of and respect for, the beliefs and practices of other faith communities
- To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all students will be encouraged:
 - To develop potential as unique individuals
 - To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society
 - To become active and independent participants in the learning process



- To have a positive regard for, and acceptance of others
- To become co-operative and supportive members of the school family
- To develop self-motivation and pride in their work.

2.0 Disadvantaged Students Funding

Appendix 1 - documents Disadvantaged Students Funding (also termed as Pupil Premium) eligibility criteria and current rates. It also has summary income and expenditure figures.

The DfE gives the freedom to use Disadvantaged Students Funding as the school sees fit, based upon the knowledge of student need.

“The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need”.

However, the school is accountable for the use of this additional funding which is monitored by the Governors' Disadvantaged Students Review Panel whose focus is on the impact of spend and interventions.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Schools are held to account through performance tables, which include data on:

- the attainment of the students who attract the funding*
- the progress made by these students*
- the gap in attainment between disadvantaged students and their peers*

Schools whose use of the pupil premium has significantly improved the attainment of their disadvantaged pupils can be eligible for Pupil Premium Awards.

2.1 Purpose of this policy

The purpose of this policy is to outline how the school will ensure that the Disadvantaged Students Funding we are allocated has an impact on narrowing any attainment and progress gaps which exist between our disadvantaged students and their peers. As a school in receipt of this funding, accountability is to our parents/carers and school community for how this additional resource is used to narrow the achievement gaps of our students. New measures have been included in the performance tables published



annually on a national level. They capture the achievement of disadvantaged students covered by the funding.

Under The School Information (England) (Amendment) Regulations 2016, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish:

(a) for the previous academic year:

- (i) How the pupil premium allocation was spent
- (ii) The impact of that expenditure on eligible and other students

(b) a statement as to the school's strategy in respect of the pupil premium allocation for the current academic year ("pupil premium strategy"):

- (i) The amount of the school's pupil premium allocation
- (ii) A summary of the main barriers to educational achievement faced by eligible students of the school;
- (iii) How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
- (iv) How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
- (v) The date of the school's next review of its pupil premium strategy.

Through this policy the school shall publish the above information. In meeting this requirement the continuing responsibilities under the Data Protection Act 1998 will be observed, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

2.2 Policy development

This policy has been developed in consultation with staff and governors. It is part of the school's commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work done at the school.

When developing this Disadvantaged Students Funding policy, account has been taken of the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. It is noted that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.



3.0 Using Disadvantaged Students Funding

In making decisions on the use of Disadvantaged Students Funding the school will:

- Ensure that it is used solely for its intended purpose. It is recognised that the Direct Schools Grant (DSG) has an element of deprivation funding included within it to address the attainment of our disadvantaged students.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of students
- Be transparent in reporting how the funding has been used, so that our parents/carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Encourage take up of Free School Meals (FSM) by working proactively with parents/carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, the vital role that parents/carers play in the lives of their children is acknowledged.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances
- Ensure that there is robust monitoring and evaluation in place to account for the use of the funding, by the school and Governing Body
- Recognise the fact that FSM students cover a wide range of needs. As such, the strategies used to raise attainment will take both group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. High quality interventions with proven evidence of impact will also be employed, to assist students who need additional support in a time limited way.
- Use the funding for students in Years 7 to 11 and not just those taking examinations at the end of the year.

The current overview flowchart detailing Disadvantaged Students Funding is attached. (Appendix 2)

3.1 School Clothing Allowance (SCA)

Parents/carers of students who are eligible for FSM will be issued by school with a School Clothing Allowance (SCA) voucher. The vouchers are



redeemable at three of the school's official uniform suppliers in Bradford; the suppliers invoice school for reimbursement. (Appendix 3)

4.0 Roles and responsibilities

All members of the school community, particularly staff and the Governing Body are committed to raising standards and narrowing the attainment gaps for our students.

4.1 Senior Leadership Team

The Headteacher and members of the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff members are aware of their responsibilities in narrowing the attainment and progress gaps of our disadvantaged students. Staff will be given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through performance management arrangements, narrowing attainment and progress gaps are a priority area of focus.

It is the responsibility of the Headteacher to include the following in the annual report to the Governing Body:

- The progress made towards narrowing the gap, by year group, for disadvantaged students
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of progress made by students receiving a particular provision, when compared with other forms of support.

The Senior Leadership Team also has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. The team has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. The team knows how to customise this research to fit the needs of students and school context.

The Business Operations Manager will monitor the use of the Disadvantaged Students Funding on a quarterly basis, tracking the allocation received and use of the funding. The Business Operations Manager will also check to see that it is providing value for money.



4.2 Teaching and support staff

Teaching and support staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in classrooms and around school which enable students from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of students through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

Opportunities will be provided for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

4.3 Governing Body

The Governing Body has an important role to play in ensuring the school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The Chairs and Vice Chairs of the Finance & Resources, Achievement, Teaching and Learning and Behaviour & Welfare Committees and the Chair of Governors (the Governors Disadvantaged Students Review Panel) are jointly responsible for ensuring the implementation of this policy.

5.0 Monitoring and review

The work in relation to Disadvantaged Students Funding will be reviewed by the Governors' Disadvantaged Students Review Panel on a termly basis, or more frequently if necessary, to ensure it is having the intended impact in narrowing the gaps. This Panel will report back to the Governing Body on a termly basis; this will allow adjustments to be made as necessary. In monitoring and evaluating, the Governing Body will take into account a range of information, including quantitative (data on progress and



attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, the Governing Body will ensure that there is an annual statement to parents/carers on how Disadvantaged Students Funding has been used to address the issue of narrowing the gaps and the impact this has had.

The Disadvantaged Students Funding policy will be reviewed by the Governing Body and staff on an annual basis and adjustments made according to the impact the school is having in narrowing the gaps. The review should also take into consideration any increased funding that becomes available. The school recognises the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches used have the desired effect. Ongoing evaluation of the strategies used will be undertaken.

6.0 Disseminating the policy

The Disadvantaged Students Funding policy and details of actions and outcomes will be published on the school website (with paper copies available on request). The policy and strategies will also be issued in the staff handbook and as part of induction for new staff.

Other methods and occasions, such as parents' evenings, may be used to share information about funding.

7.0 Links to other policies and documentation

Although this policy is the key document outlining the approach to narrowing the gaps in attainment, progress and achievement for disadvantaged students, information about our responsibilities under the Equality Act 2010 for other students for whom narrowing the gap remains an issue but are not covered by Disadvantaged Students Funding are also included in the School Development Plan and our school website.



Titus Salt School

List of Appendices contained in Policy 05-007

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| Appendix 1 | Funding Eligibility Criteria plus 2015/2016 Summary |
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Appendix 1 Funding Eligibility Criteria plus 2015/2016 Summary

Disadvantaged Students Funding (also termed as Pupil Premium) is allocated to schools on the basis of the number of students who are classed as:

In receipt of free school meals (FSM) at any point over the last six years (known as 'Ever 6') at a current rate of £935 per annum

Service Children - £300 per annum

Children Adopted from Care - £1,900 per annum

Looked After Children - £1,900 per annum of which £500 can be retained by the Virtual Head within a Local Authority

Year 7 catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standard in Mathematics or Reading at KS2.

2016/2017 financial year

In this financial year we expect to receive £432,123.

2015/2016 financial year

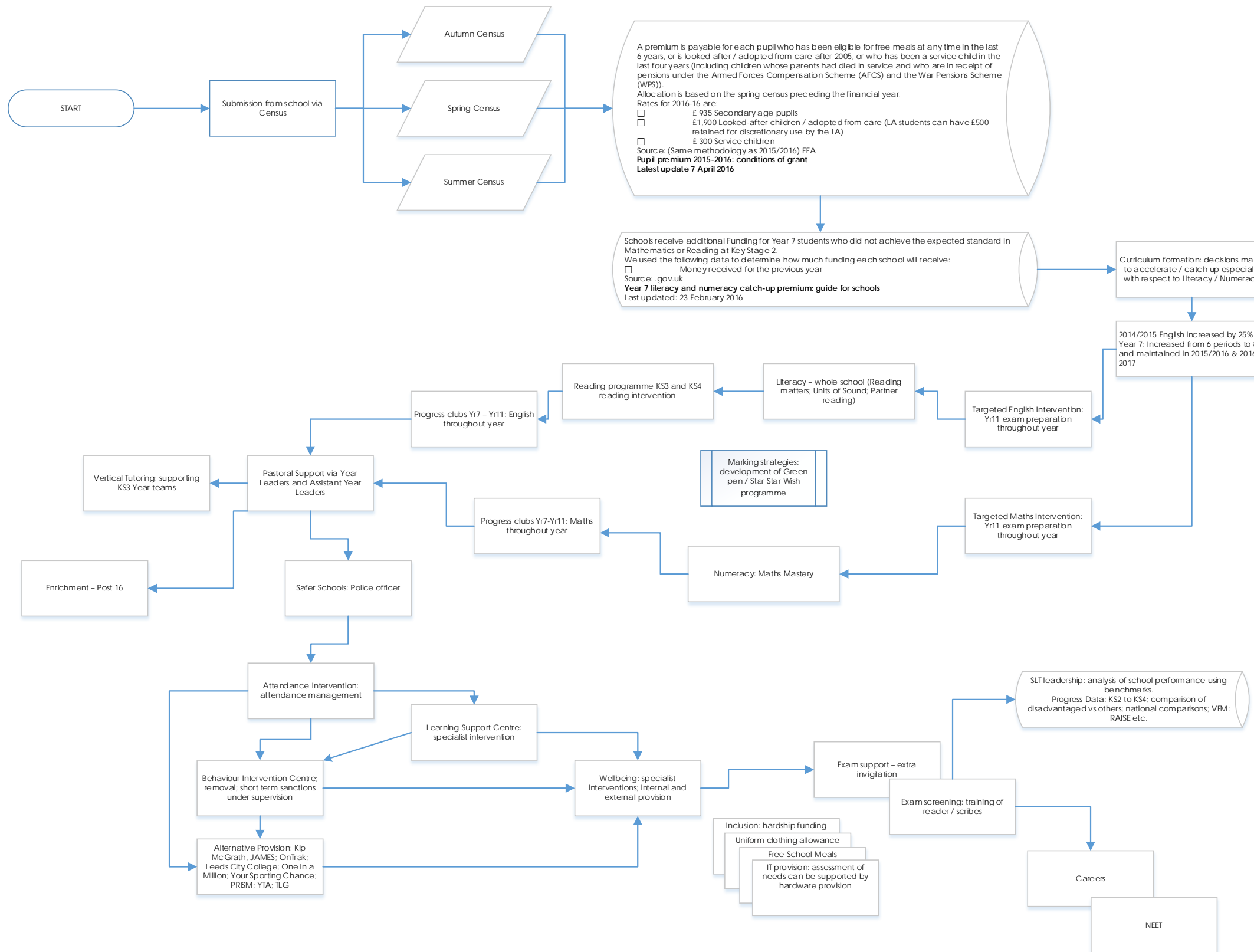
28% of our students were classed as Disadvantaged.

We received £445,550 funding for Disadvantaged students. The school's actual spend was £508,418.



Appendix 2 Process Flowchart

Disadvantage Funding 2014/2015





Appendix 3 School Clothing Allowance (SCA) – Procedure

