



GUIDING PRINCIPLES FOR USE OF GOVERNMENT GRANTS (PREMIUMS: PUPIL, YEAR 7 CATCH-UP, AND PE & SPORTS)

REVIEWED: Leadership Group

DATE: AUTUMN 2018

NEXT REVIEW DATE: AUTUMN 2021

The allocation of Government Grant Funding (Pupil Premium, Year 7 Catch-up Grant, and PE and Sports Grant) is detailed in the relevant documents under the *Statutory* section of the school website.

Due to the complex special needs of the pupils at Dorin Park, it is recognised that concerns regarding achievement may be in relation to their abilities/disabilities alongside other factors such as their FSM/LAC/CIC status.

Data over time shows that Dorin Park pupils' abilities/disabilities or other social/health factors are more likely to have impact on data than their FSM/LAC/CIC status. It is also recognised that this effect on learning is variable and can be more or less of an influence on learning at any one time.

In response to this, the Governing Body and school leaders have agreed that Grant Funding will be targeted towards raising the attainment of pupils by ensuring that teaching and learning opportunities meet the needs of all pupils.

We allocate Grant Funding to support any pupil/group of pupils that the school has identified as being in need of intervention or support.

- This means that not all children with FSM/LAC/CIC status will be in receipt of pupil premium interventions at any one time
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify for or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils, including those who have been identified as having a gift/talent in a specified area
- Expectations are high for all pupil groups and individuals across all key stages
- All teaching and learning strategies are designed to meet the needs of individuals and groups, with support for individuals being managed in the teaching programme
- Additional support for Literacy and Numeracy is integrated into the intervention teaching programme
- Data analysis, pupil tracking/assessment, and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on an individual's or a group's achievement
- In providing support we will tailor this to the needs of the group/individual. It is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils
- The school's finance officer promotes the take up of FSM with Parents/Carers and will remind those no longer eligible for Universal FSM

In Dorin Park School the Lead SENCo has strategic responsibility; individual staff retain responsibility for implementing and reviewing their identified area of the strategy:

- The proposed areas for spending are examined by the SENCo/Leadership Group for potential impact on attainment before the spend is approved/allocated
- The Governing Body hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils
- The assessment lead and subject leads plan the Literacy/Numeracy intervention strategy (HLTA support) to reduce the gap between pupil premium pupils and their peers
- The English/Maths lead teachers plan the intervention strategy for the Year 7 Catch-up Grant
- Termly reports (produced by the Literacy/Numeracy leads) are presented to the assessment lead to ensure the programmes are on track to meet targets
- Subject leads/pastoral leads are expected to have an in-depth knowledge of all the pupils they teach and support, especially those who qualify for additional funding through the Pupil Premium Grant. They are responsible for the progress of all pupils within their subjects and contribute to the reports submitted to the assessment lead
- The Family Support Worker (FSW) and the EHWP mentor produce termly reports to Leadership Group/SENCo evaluating the impact of their programmes
- The HLTA works with the English/Maths leads to produce termly reports for those accessing Intervention programmes

We are doing this by:

- Using the assessment data to identify any pupils in Literacy/Numeracy, across all key stages, who were at the flagged RAG rating of Red or Amber in relation to their summer data/baseline assessment, and engaging these pupils in intervention programmes
 - By providing access to intervention programmes run by a full time HLTA and managed by the English/Maths leads
- Supporting pupils who require a holistic approach to accessing their education/promoting their wellbeing
 - By providing access to Counselling/Therapy sessions/programmes, run by a full time EHWB mentor
- Supporting families who require additional input to enable them to effectively support their child's/children's education
 - By providing access to a variety of programmes/group and 1:1 sessions provided by a full time Family Liaison Officer
- Supporting basic communication strategies across the school
 - By providing additional resources for staff (including CPD) and pupils
- Providing financial support for families who cannot fund additional elements, such as residential/school trips/visits
 - By contributing to the cost of such events
- Adapting learning areas to support access to learning
 - By providing alternative work spaces/rooms, such as the Wise Owl/intervention room/quiet working space in the EHWB room, and quiet spaces in classrooms
- Removing barriers to learning
 - by providing access to specific/personal/identified resources for individuals/groups of pupils
- Further enhancing the curriculum offer
 - by providing access to specialist teachers (e.g. Tumble Tots/peripatetic music service)

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 pupils who are at risk of/who are underachieving
- There will be a strong commitment to the strategy by all stakeholders.
- Pupils will be identified by their RAG rating data for the intervention programmes.
- Intervention timetables will be implemented and resources will be purchased to support the programmes

Medium Term

- Evaluation through work scrutiny, observations and data analysis will show that identified pupils are on track for making good/outstanding progress
- Assessment data is scrutinised by the assessment lead and action taken as required

Long Term

- The attainment gap for the identified pupils will be narrowed, showing a return to expected rates of progress
- Impact evaluations will inform future spends; they will be summarised and published on the school website