

FINHAM PARK SCHOOL

A Mathematics & Computing College



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Mathematics and Computing College

DISADVANTAGED STUDENTS POLICY



Overarching Principles

- At Finham Park 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.

Background to the disadvantaged students policy.

Introduced in April 2011, the Pupil Premium Funding was a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium Funding was provided in order to support these students in reaching their potential by accelerating their progress. In December 2014 the government changed the term pupil premium to disadvantaged students.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

Overall Objectives:

- Our school will ensure that the disadvantaged students funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The disadvantaged students funding will be used to provide additional educational support to improve the progress and raise the achievement for vulnerable pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
The school will use the additional funding to address any underlying inequalities between children eligible for funding and others.

How we will ensure effective use of the disadvantaged student funding.

- The funding will be clearly identifiable within the budget.
- The Head teacher in consultation with the governors and staff, will decide how the funding is spent for the benefit of the entitled students.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the funding to support any groups of pupils the school has identified as being socially disadvantaged or vulnerable. The category "vulnerable students" may include students who are Statemented, have an Education, Health & Care Plan or receive SEN support for emotional or behavioural needs.
- The school will assess what additional provision should be made for the individual students.



- The school will be accountable for how it has used the additional funding to support the achievement of our disadvantaged students.
- The Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the funding has been used.
- 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 entitled children.
- We will monitor evaluate and review the success of the impact of the funding.

Provision

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:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies

Reporting outcomes

It will be the responsibility of the Headteacher to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged students.
- An outline of the provision made during the term since the last report
- 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 governors will ensure that there is an annual statement to parents outlining how the disadvantaged students funding has been used to address the issue of closing the gap for socially disadvantaged students.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.



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Written by V Maginnis
Reviewed by T Robinson
Reviewed by T Robinson

January 2015
February 2015
February 2016

Next review date:

February 2017

Approved by Governors:

2 February 2016

Signed:

MARK BAILIE
Headteacher

Date: 02.02.16

Signed:

ALETHEA FULLER
Chair of Governors

Date: 02.02.16