

**Outcomes  
First  
Group.**

# **Pupil Premium Policy**



**Dibden Park**  
SCHOOL

Document History

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
2.0	Headteacher name change	Lucy Burgess	9.12.24

## Our School

Dibden Park School is a special school positioned on the edge of the New Forest in Hampshire. The school provides full-time specialist co-education for children and young people aged 4 to 16 who experience social, emotional, communication difficulties and associated challenging behaviours. These children and young people often cannot cope, function or achieve within a mainstream environment. The aim is to provide a structured, nurturing approach, with pupils accessing a broad, balanced and engaging curriculum to meet their significant needs.

## Values

Dibden Park School is committed to raising achievement and enabling all pupils to recognise and fulfil their potential, and support them through a personalised, engaging and relevant curriculum. We address a complex range of barriers to learning including conditions such as attention deficit hyperactivity disorder, oppositional defiance disorder and a range of autistic spectrum disorders.

Our priorities are to develop and improve the core knowledge and skills required to make a manageable and successful transition to work, college and adult life. We will provide a structured and supportive environment where our children and young people feel safe enough to take responsibility for their actions. Pupils will be encouraged and taught to make positive choices and decisions and therefore present and display socially acceptable behaviours.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

**‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’**

However, we are accountable for the use of this additional funding.

## **The Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

£350 will be allocated at the end of term to every CiC in school from day one of being accommodated. A termly bid can be made for additional funding if this is required up to £350 Children of service personnel receive a lower amount of £250.

### **Funding for Previously Looked after Children (PLAC)**

Funding is available children who have ceased to be looked-after by a local authority in England and Wales because of:

- adoption
- a special guardianship order
- a child arrangements order or
- a residence order

In such circumstances, £2,300 is the eligible amount.

Pupil Premium Plus is not a personal budget for individual children. This is the case for both looked after and previously looked-after children. For previously looked-after children, Pupil Premium Plus funding is managed by the child's school. The amount a school receives is based on the number of eligible children. This is recorded in the school's annual January School Census return to the Department for Education.

## **Purpose of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that any Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our

pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, 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 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.**

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

## **How we will make decisions regarding the use of Pupil Premium**

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school

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- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these 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. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

<sup>1</sup> 1 Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupilpremium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' [www.ofsted.gov.uk/resources/pupil-premium-howschools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-howschools-are-spending-funding-successfully-maximise-achievement) are examples of the research evidence and case studies of best practice which we use.

## Links to other policies and Documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self- evaluation review, the school prospectus, school website and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings the whole staff, the senior leadership team and school council.

## Roles and responsibilities

Our Designated Teacher for Children in Care is: Chris Kelly. However, we expect all members of our school community to be committed to raising standards and narrowing the attainment gaps for our pupils.

## The Head and Senior Leadership Team

The Headteacher, Deputy Headteacher and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Acorn Education and Care's Central Team:

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

**Jess Wrigley** (Headteacher) has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. He has expert and informed knowledge of evidence-based research of 'what works' and 'how' this works in narrowing the gaps. He knows how to customise this research to fit the needs of our pupils and school context.

**Jess Wrigley** (Headteacher) and **Jo Summers** (Executive Headteacher) will also monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding. He will also check to see that it is providing value for money.

## **Teaching and Support Staff will**

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable pupils 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 pupils in their class 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 proven track record in narrowing the gaps in attainment and achievement

We will provide opportunities 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 pupils and narrow the gaps.

## **Monitoring and reviewing the policy**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation<sup>1</sup>. Our annual review will involve staff, pupils and parents and carers.

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<sup>1</sup> [http://educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_DIY\\_Evaluation\\_Guide\\_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)  
January 2013.



## **Disseminating the policy**

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- included in the termly newsletters for parents and carers
- as a summary in the school brochure

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

## **Appeals procedure**

Any appeals against this policy can be made through the school's complaints procedure.

## **Use of the pupil premium in our school**

In this section we will outline how we will use the Pupil Premium in our school.

### **Pupil premium funding**

Pupil premium should be used to promote individuals learning by allowing children and young people to overcome the barriers to their learning. This can be done by targeting their specific learning difficulties, enhancing recommendations from the therapy team to; meet individual sensory needs, develop communication and social interactions, support development of mobility and motor skills as well as helping them gain a greater emotional wellbeing.

Evidence shows that the most effective schools achieve best outcomes through high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intrinsic support in the basics can enable children from disadvantaged backgrounds to catch up with their peers.

Pupils who receive pupil premium funding will benefit from one or more of the following additional provisions:

- Purchase of specific equipment/software to support learning.
- Revision guides and other resources to support Exam preparation.
- IT equipment e.g. laptops, iPads and iPods.
- Communication aids.
- Individual music lessons/sport coaching/ dance groups etc.
- Sensory toys/equipment/activities.
- Specialised equipment to promote learning of a new skill e.g. riding a bike.
- Class/group visits which promote education, physical and sensory experiences and social time.
- Outdoor provision providers that promote the social, emotional and mental wellbeing of students.
- Specialist support from outside professionals – Eg Occupational therapists, Speech and language therapists.

### **Pupil Premium Grants**

Additional funding of up to £350 per student per term can be applied for if necessary in supporting students in overcoming barriers to learning. This will be decided during PEP meetings held termly.

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**Acorn Education And Care  
National Fostering Group  
Options Autism**

Policy Owner: Jess Wrigley  
Policy: Pupil Premium Policy

Date of Publication: July 2024  
Next Review Date: July 2025