 <p><b>Woodford County</b> High School for Girls</p> <p><b>SCHOOL POLICY</b></p> <p><b>Pupil Premium Policy</b></p>	Effective Date :	13/06/2019
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	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 1 of 7

# WOODFORD COUNTY HIGH SCHOOL

## PUPIL PREMIUM AND DISADVANTAGE POLICY

### Table of Contents


1. Aims.....	1
2. Who Is Covered? .....	2
3. Identification.....	2
4. Monitoring Progress And Attainment.....	2
5. Identifying And Addressing Issues of Non-Engagement.....	3
6. Rationale For Spending Decisions.....	5
7. Approval/amendment .....	5
8. Questions .....	5
9. Appendix: Eligibility Criteria.....	6

### 1. Aims

Tackling disadvantage remains a top priority for the DfE and it continues to press schools to adopt practices that improve the prospects and life chances of those deemed to be disadvantaged. The main funding streams for dealing with disadvantage are the Pupil Premium and Sixth Form Bursary. As a school we are expected to administer these fairly and efficiently and to account for how this money spent through (a) normal auditing procedures, (b) publication of relevant information on our website and (c) through the inspection regime.

All schools have an ethical duty to do their best to overcome disadvantage. We believe this is particularly incumbent on grammar schools, whose very raison d’etre is to facilitate social mobility.

To ensure that we meet both the ethical and accountability objectives, we will do the following:

 <p><b>Woodford County</b> High School for Girls</p> <p><b>SCHOOL POLICY</b></p> <p><b>Pupil Premium Policy</b></p>	Effective Date :	13/06/2019
	Last modified :	03/06/2019
	Document no :	<b>SP 05.13/003</b>
	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 2 of 7

- Ensure we are all aware of the disadvantaged pupils with whom we come into contact.
- Monitor and address issues of progress and attainment.
- Identify and address issues of non-engagement (e.g. in extra-curricular activities, poor attendance etc.).
- Utilise resources for educationally sound purposes in a cost effective manner.

## 2. Who Is Covered?

- All girls who qualify for Free School Meals (see Note 1).
- All girls for whom we receive Pupil Premium Funding (see Note 2).
- All Sixth Form girls in receipt of the Student Bursary (see Note 3).
- Any other girl who we consider to be suffering financial disadvantage


## 3. Identification

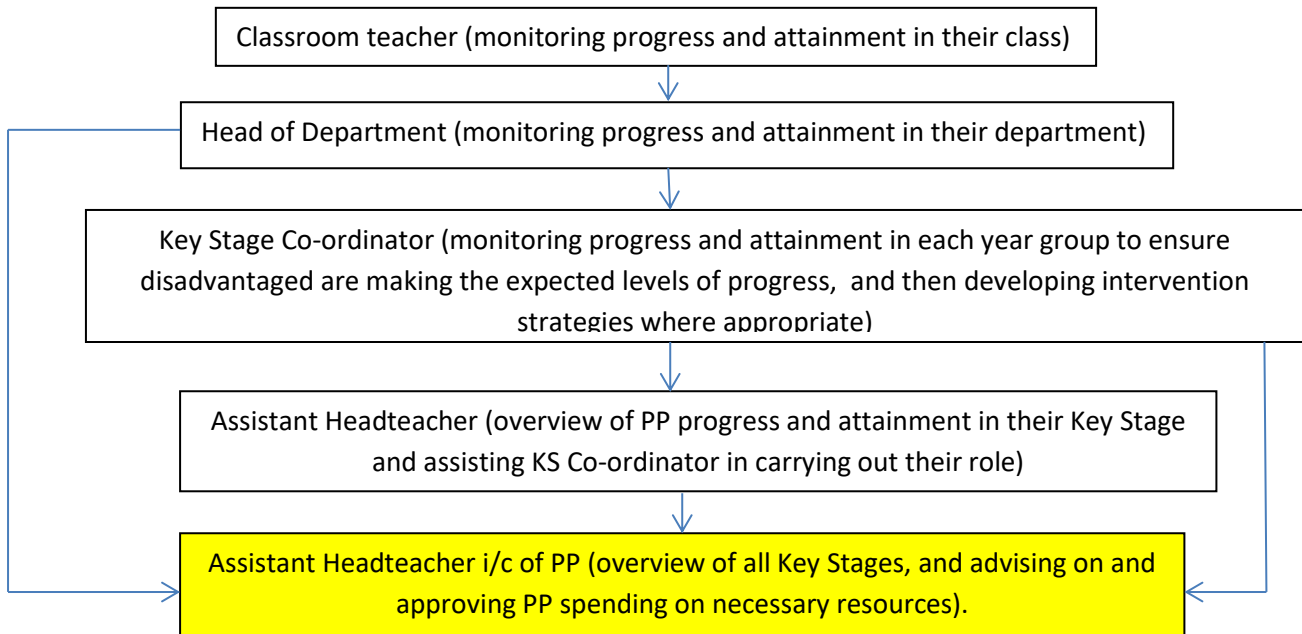
- All staff will maintain a record of which students fall into these categories in either their teaching or form groups.
- Where it is believed that a pupil is facing disadvantage caused by a factor that is not recognised by the conventional measures (bullet points 1-3 above), then this will be discussed with the relevant Assistant Headteacher.

## 4. Monitoring Progress And Attainment

**Oversight of progress and attainment lies foremost with the relevant Key Stage Co-ordinator or Head of Sixth Form.**

- Assessment of progress and attainment should be carried out in the normal way by classroom teachers. Reviewing the progress of disadvantaged students will be a standard item on both departmental and line management meeting agendas.
- When assessing barriers to progress, teachers will consider whether issues relating to deprivation/disadvantage may be contributing to any under-attainment or lack of progress. If so, these barriers will be identified and the relevant staff (academic or pastoral) informed.
- These staff will then decide the best course of action to address the problem (e.g .teacher intervention, parental engagement, procurement of additional resources).
- For curriculum-related issues the line of responsibility will be:

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	Document no :	<b>SP 05.13/003</b>
	Replaces Version :	June 2017
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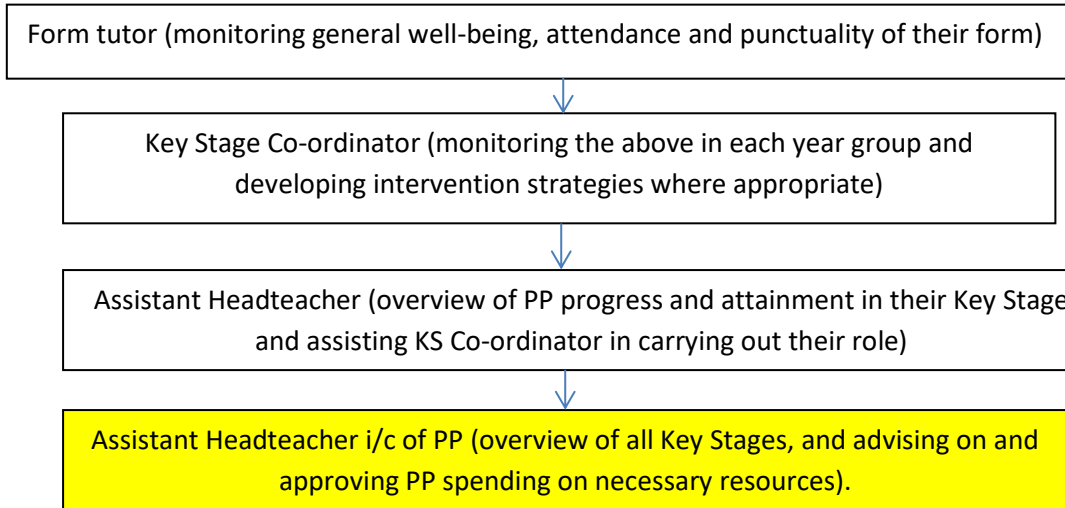
## 5. Identifying And Addressing Issues of Non-Engagement

### 1. Punctuality, Attendance, Neglect

Punctuality and attendance will be picked up on and followed up in the normal way, but tackling any particular barriers to good attendance and punctuality may be a legitimate focus for PP spending.

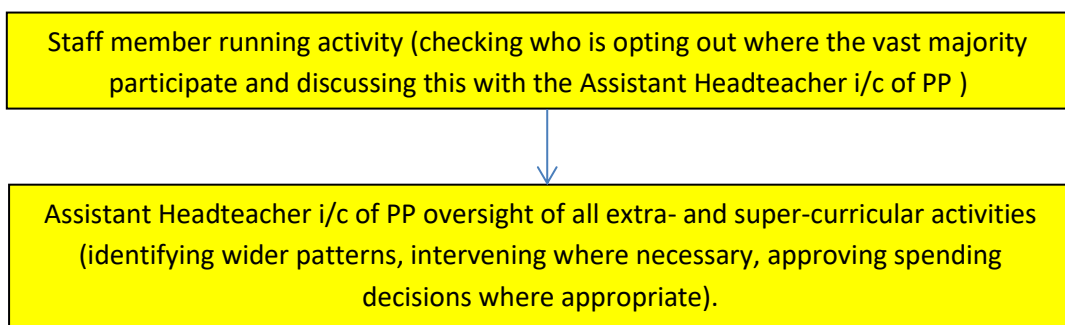
- Form Tutors, Key Stage Co-ordinators and Assistant Headteachers should be tracking their disadvantaged students and tackling the issue at the relevant level.
- For pastoral-related issues the line of responsibility will be:


 <b>Woodford County</b> High School for Girls  <b>SCHOOL POLICY</b>  <b>Pupil Premium Policy</b>	Effective Date :	13/06/2019
	Last modified :	03/06/2019
	Document no :	<b>SP 05.13/003</b>
	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 4 of 7



2. Lack Of Participation

- Pupil involvement in extra-curricular activities will be tracked to see if there is a pattern of non-involvement among disadvantaged pupils.
- If so, then steps will be taken to encourage the pupils to take part in activities, including offering financial support where appropriate. (See the guidelines below for a rationale for subsidising identified trips and activities.)
- All girls who meet the eligibility criteria will, if it is requested, receive free music tuition for one instrument per academic year.
- For extra- and super-curricular activities the line of responsibility will be:



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	Last modified :	03/06/2019
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	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 5 of 7

## 6. Rationale For Spending Decisions

Each decision on the use of Pupil Premium money will be made on its individual merits. Money may be spent on students who are not eligible for Pupil Premium funding providing that spending is also judged to be of potential benefit to Pupil Premium students.

When deciding to allocate Pupil Premium money to subsidise a particular student, the following factors should be taken into account:

- They must either be eligible for Pupil Premium or Sixth Form Bursary or have been identified as disadvantaged in some other way.
- There must be a good educational or other relevant reason for the decision (e.g. to promote social inclusion).
- Refusing financial help would be discriminatory or compound disadvantage.
- A reasonable contribution is being made by the parents/carers (if appropriate).

The following will **not** be eligible for Pupil Premium subsidy irrespective of the financial situation of the family:

- Residential visits that are not linked to the curriculum.
- Other than in exceptional circumstances, one-off after school enrichment activities (for example theatre trips) whose cost exceeds £25.
- More than one chargeable extra-curricular activity per half term.


The discretionary budget will be audited regularly by the Assistant Headteacher in charge of PP throughout the academic year and awards may have to be adjusted accordingly in response to the availability of funds.

## 7. Approval/amendment

This policy is approved by the Governing Body of Woodford County High School. Any amendments to this Policy require approval by the Governing Body of Woodford County High School.

## 8. Questions

If you have any questions about this policy, please contact the Assistant Headteacher in charge of PP, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA

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	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 6 of 7

## 9. Appendix: Eligibility Criteria

### Note 1

#### **Free School Meals Eligibility**

Children may be eligible for free school meals if their parents receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)


Children who get any of the above benefits in their own right (i.e. they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

### Note 2

#### **Pupil Premium Eligibility**

Any child who has

- registered as eligible for free school meals at any point in the last 6 years
- has been looked after for 1 day or more
- has been adopted from care
- has left care under: (a) a special guardianship order, (b) a residence order (c) a child arrangement order

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	Replaces Version :	June 2017
	Approved:	
	Curriculum & Pupil Welfare Committee 13 June 2019	Page 7 of 7

Note 3

**16-19 Bursary Eligibility**

Group 1: Vulnerable Students (entitlement Group)

- young people in care, including unaccompanied asylum-seeking children
- young care leavers
- young people getting Income Support or the equivalent Universal Credit (UC) in their own right
- young people getting both Disability Living Allowance (or the new Personal Independence Payments) and Employment Support Allowance (ESA) (or Universal Credit as a replacement for ESA) in their own right

Group 2: Discretionary Bursaries (determined by the school)

These are awarded on a case-by-case basis. They may take the form of a regular payment or one-off expenses.

For full details of how the school decides to award the discretionary bursary, see “WCHS 16-19 Discretionary Bursary”). The most common criteria are:

- free school meals eligibility.
- household income below £20,000 per annum
- particular individual circumstances judged on a case-by-case basis.