



QUORN HALL
SCHOOL

Pupil Premium Policy

Person Responsible: Headteacher

Last reviewed on: 22nd May 2023

Next review due by: 1st April 2024

Created:

Revisions: Date/s: April 2022

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** - We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** - We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** - Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** - Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** - In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** - Develop resilience so they see failures or negative situations as a learning opportunity by implementing growth mindset approach.
- **Compassion** - For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** - To overtly demonstrate to pupils that adults do care about them and their futures - every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

Within the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

Quorn Hall School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our School.

This policy is to be read in conjunction with our:

- SEND Policy
- Child Protection and Safeguarding policy
- The Equality Information and Objectives policy
- Behaviour and Anti-Bullying policies

Quorn Hall School views the needs of all our children as important and ensures that our teaching and learning opportunities meet the needs of all of them. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Nationally, the statistics show that pupils who are, or have been, in receipt of FSM, do less well than their peers in exams, for example SATs. Schools are therefore required to report on the amount of funding received and how this is being used; alongside the impact of the funding, once available.

Quorn Hall School, reserves the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the School has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

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What is Pupil Premium?

The Government introduced the Pupil Premium as an allocation of additional funding, which supports specific groups of children who are vulnerable to possible under-achievement and to help schools to 'narrow the gap' with regards to attainment between these youngsters and their peers – giving them as much support as possible in reaching their full potential.

These include children:

- Who are or have been eligible for free school meals (FSM) at some point in the last six years;
- Who have been in care for one day or more (CLA);
- Who have been adopted from care or leave care under special guardianship or a residency order;

- Whose parents are currently employed by the armed services.

The Government has given schools the freedom to spend this funding as they think best based upon their knowledge of individual pupil needs.

Quorn Hall School will be accountable for narrowing the gap and we are determined to make sure that this additional money is not simply absorbed into our mainstream budget but, instead, carefully targeted at the designated children.

We continually evaluate our Pupil Premium spending to make certain it is being used in ways known to be most effective.

Quorn Hall School will use the money in a variety of ways. In order to meet the above requirements, Quorn Hall School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

We will be using the funding in different ways and recorded this on their Pupil Premium strategy statement which can be found here: [Pupil Premium Strategy Statement](#), and is also published on the School's websites.

The range of provision:

The range of provision that Quorn Hall School may consider include:

- Employing staff to run specific intervention groups
- Additional support from Teaching Assistants and Higher Level Teaching Assistants
- Teacher and Teaching Assistant training
- Transition workshops for parents and children at key points
- Strong focus on speaking and listening – e.g. Thematic studies, theme days, Votes for School platform
- Promoting roles and responsibilities within the school
- Parent workshops and training
- Access to the School Pastoral team, Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Staff training and supported CPD programme across the school
- 1:1 tuition
- Recruiting, developing staff who work with vulnerable children
- Promoting community links
- Workshops and visitors raising aspirations
- Interventions monitored with an 'assess, plan, do, review' model.
- Attendance Checks
- Home and School support
- Boost Groups and support materials
- Support within the curriculum
- Access to enrichment opportunities including school trips/clubs.

Quorn Hall School will ensure that the needs of those children in receipt of PP funding are adequately assessed and addressed through termly pupil progress meetings and on-going assessments.

Reporting:

It is the responsibility of Quorn Hall School to produce a termly report for Governors outlining

- The progress made towards narrowing the gap, by year group, for pupils in receipt of PP funding.
- An outline of the provision that was made during the term since the last meeting.
- 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.

The School will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for these pupils. This task will be carried out within the requirements published by the Department for Education and displayed on the School's website.

Evaluation:

The evaluation of this policy is based on how quickly the School can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Having an effective system for identifying, assessing and monitoring pupils.
- Create a positive School atmosphere in which pupils' differences are recognised and valued as full members of the School community; developing confident and independent learners.

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Useful Information:

- [Admissions Policy 2022-2023](#)
- [Countering Bullying Policy Sept 2021 - Sept 2023.docx](#)
- [Positive Relationships Policy](#)
- [Safeguarding and Child Protection Policy - Feb 2022.docx](#)
- [SEN Policy Sept 2022-23](#)