



# Forest Gate Community School

## FGCS Pupil Premium Policy

### 1.0 Forest Gate Community School Mission Statement

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

### 2.0 Policy overview and links to school mission, aims and values

At FGCS, we have high aspirations and ambitions for our children and we believe that every child can succeed, no matter what their background. We aim to equip students from all backgrounds with a desire to learn and earn, a thirst for knowledge, and the dedication and commitment to learning that makes the difference between success and failure.

Our key objective in using the Pupil Premium Grant is to narrow the gap between Pupil Premium and non-PP children. As a school we have a good track record of ensuring that PP students make good progress compared to their national counterparts but, historically, levels of attainment are lower for PP students – this is also a national trend.

We are aware that poverty and the associated characteristics that attach to it, such as lack of parental education, low expectations, poor diet, and inadequate access to support mechanisms is the major brake nationally on the achievement of students. We are determined to work to ensure that our children are given every chance to realise their full potential and overcome these barriers where they exist.

At the time of writing, two thirds of our students receive pupil premium funding. Pupil premium funding therefore represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Any spending in our school will therefore affect more pupil premium children than non-pupil premium children.

There is virtually no difference between the poverty profile of our PP and non-PP students. For example, using the IDACI deprivation measure, 87% of our non PP, and 92% of our PP children are in the bottom 20% of the population. Combined, 90% of our students are from the most disadvantaged 20% of society. This represents a real barrier to learning for the children in the school and we must take account of this in spending our pupil premium budget. We do everything we can to ensure our children take up their free school meal entitlement including offering the services of our family support worker.

### 3.0 Statutory Framework

We are required to publish our pupil premium statement annually. This will detail our pupil premium allocation for the current academic year, details of how we intend to spend our allocation, details of how we spent our previous year's allocation, and how this made a difference to the attainment of disadvantaged pupils.

The funding is allocated for each financial year, and will be received in school in April. The information we publish online will refer to academic years, as this is how parents and the general public understand the school year. As allocations will not be known for the latter part of the academic year (April to July), we will report on the funding up to the end of the financial year and update it when we have the required information.

### 4.0 Purposes

The purpose of this policy is to outline how we intend to use the pupil premium money and how we will monitor it. It also includes an important statement of our values.

## **5.0 Implementation**

We are situated in an area of significant poverty and the large majority of our pupils receive the pupil premium funding. Any policy we implement must take account of this key factor and must benefit the majority of the children in our school.

We want to equip our students first and foremost with the essential skills of literacy and numeracy so that they can read, speak, and write fluently, and are confident in their use of numeracy. Thereafter, we want our students to succeed in their individual subjects and to become successful citizens.

We will administer CATS tests, reading tests and make use of primary school data when students are admitted to our school. We will assess our students internally at least four times per year and analyse this data for patterns that relate to the pupil premium.

Where children are falling behind, their peers in terms of progress or attainment we will use the pupil premium funding to instigate a range of strategies to improve their progress. The school will be expected to focus on and prioritise those strategies that affect the most disadvantaged children first. Examples of these are:

- Training staff in using effective teaching strategies, such as assessment for learning techniques, based on evidence from sources such as the EEF and Ofsted
- Intervention classes after school
- Additional lessons such as targeted English or Mathematics teaching
- Small group sessions
- Holiday or weekend sessions
- Breakfast clubs
- Improving the physical environment
- Additional ICT support and purchasing assistive technology equipment/software to support access to ICT/communication
- Additional training for staff.
- Extended days – attendance at before and after school clubs.

We recognise that disadvantaged families suffer a range of complex problems and we are committed to working closely with these families to ensure these difficulties are overcome. Therefore, we will employ a parent support worker in addition to the pastoral and support staff we currently employ.

## **6.0 Responsibilities**

The Governing Body delegates to the Headteacher the authority to spend the pupil premium grant within an agreed budget.

The Headteacher will ensure that staff members and governors are kept abreast of developments and research into the pupil premium.

Key post holders will be held accountable for the impact of their work on narrowing the gap.

Staff will be expected to be aware of the students in their class who are in receipt of the pupil premium.

## **7.0 Monitoring and Review**

The Headteacher, or a delegated member of staff, will produce regular data reports in the form of the school's data dashboard, for scrutiny by the Finance and Personnel committee.

A pupil premium report to the Full GB will be prepared annually, usually in the spring term, as outlined in part 3 above. The report will examine the progress made towards narrowing the gap, an outline of the provision made since the last report, and an evaluation of the cost effectiveness of this provision.

A designated member of staff on the leadership Group will be responsible for oversight of the progress of the children in receipt of the pupil premium.

The Governing Body will appoint a PP champion to act as a link governor.

It is the responsibility of the governing body to explain premium expenditure to parents in the form of an annual statement. The Headteacher will publish this on the school's website as outlined above in part 3.

## Appendix: Community Deprivation Report 2014

### Barriers to Learning – Housing and services : FGCS Figures

	All (Whole School)	Pupil Premium	Non Pupil-Premium
	%	%	%
A	97.6	97.2	98.0
B	0.8	1.2	0.2
C	0.8	0.7	0.9
D	0.4	0.4	0.4
E	0.4	0.4	0.4
F	0.0	0.0	0.0
G	0.1	0.2	0.0
H	0.0	0.0	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0
Areas with no data			

### Barriers to Learning – Crime : FGCS Figures

	All (Whole School)	Pupil Premium	Non Pupil-Premium
	%	%	%
A	32.8	31.1	35.0
B	41.8	45.1	37.8
C	18.8	17.0	21.1
D	5.2	5.1	5.4
E	1.1	1.4	0.7
F	0.1	0.2	0.0
G	0.1	0.2	0.0
H	0.0	0.0	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0
Areas with no data			

### Barriers to Learning – Education, skills and training

	All (Whole School)	Pupil Premium	Non Pupil-Premium
	%	%	%
A	0.1	0.2	0.0
B	0.3	0.4	0.2
C	8.3	9.3	7.0
D	23.0	22.3	23.9
E	39.8	42.1	37.0
F	8.9	9.3	8.5
G	9.7	7.9	12.0
H	9.3	7.7	11.3
I	0.6	0.9	0.2
J	0.0	0.0	0.0
Areas with no data			

### Barriers to Learning – Employment : FGCS Figures

	All (Whole School)	Pupil Premium	Non Pupil-Premium
	%	%	%
A	0.6	0.9	0.2
B	17.6	17.2	18.0
C	43.6	44.0	43.0
D	29.1	27.9	30.7

E	8.1	8.4	7.6
F	0.7	0.9	0.4
G	0.1	0.2	0.0
H	0.2	0.4	0.0
I	0.1	0.2	0.0
J	0.0	0.0	0.0
Areas with no data			

**Barriers to Learning – Health & Disability : FGCS Figures**

	<b>All (Whole School)</b>	<b>Pupil Premium</b>	<b>Non Pupil-Premium</b>
	%	%	%
A	3.6	4.0	3.0
B	22.9	24.4	21.1
C	36.8	35.4	38.5
D	32.6	32.1	33.3
E	2.5	2.5	2.6
F	0.6	0.5	0.7
G	0.6	0.7	0.4
H	0.3	0.2	0.4
I	0.1	0.2	0.0
J	0.0	0.0	0.0
Areas with no data			

**Barriers to Learning – Income : FGCS Figures**

	<b>All (Whole School)</b>	<b>Pupil Premium</b>	<b>Non Pupil-Premium</b>
	%	%	%
A	42.5	46.7	37.4
B	54.7	50.0	60.4
C	1.7	1.8	1.5
D	0.5	0.5	0.4
E	0.5	0.7	0.2
F	0.1	0.2	0.0
G	0.0	0.0	0.0
H	0.1	0.2	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0
Areas with no data			

**Barriers to Learning – IDACI : FGCS Figures**

	<b>All (Whole School)</b>	<b>Pupil Premium</b>	<b>Non Pupil-Premium</b>
	%	%	%
A	39.0	43.9	33.0
B	50.5	47.9	53.7
C	9.4	6.8	12.6
D	0.5	0.5	0.4
E	0.5	0.7	0.2
F	0.1	0.2	0.0
G	0.0	0.0	0.0

H	0.0	0.0	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0
Areas with no data			

**Barriers to Learning – Living Environment : FGCS Figures**

	<b>All (Whole School)</b>	<b>Pupil Premium</b>	<b>Non Pupil-Premium</b>
	%	%	%
A	31.7	31.2	32.2
B	46.1	44.9	47.6
C	19.4	20.2	18.5
D	1.5	1.8	1.1
E	1.0	1.4	0.4
F	0.3	0.4	0.2
G	0.0	0.0	0.0
H	0.1	0.2	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0
Areas with no data			

**Document Control**

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