



KINGSDOWN SCHOOL

Disadvantaged Policy

Approved by:	Full Governors	Date: 25th June 2024
Last reviewed on:	June 2024	
Next review due by:	June 2025	

1. Aims

The effective use of the Pupil Premium Grant involves both elements of our mission statement. At Kingsdown School, all students, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

2. Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence outcomes by reducing the educational resources families can provide. Poverty can also have a number of adverse effects on a student's home environment depending on the situation. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of students from deprived backgrounds and others at all educational stages, a gap which has only widened nationally since Covid-19 and the long-term consequences of this. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year is allocated to schools for each student registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been adopted from care and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged students compared with their peers
- the annual reports for parents that schools are required to publish online.

Principles

- Expectations are high for all student groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all students who qualify for FSM are socially disadvantaged and not all socially disadvantaged students qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all students.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.

Roles & Responsibilities

Governing Body

- The governing body will approve the overall strategy and evaluate the impact for deploying Pupil Premium funding prepared by the headteacher and presented in the School Improvement Plan (SIP).
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted students.
- The governors ensure that the Pupil Premium Grant is used to support eligible students within the context of this policy.
- We now have a link Governor for DA.

Headteacher and SLT

In Kingsdown School the Assistant Headteacher has overall responsibility for leading the Disadvantaged strategy, line managed by the Headteacher.

The Senior Leadership Team support the [PP Statement](#) to ensure each and every area identified has a clear action plan and this is reviewed each term.

The Assistant Headteacher will produce termly reports for the governing body, showing the progress made by socioeconomically disadvantaged students and projections for each academic year.

The Assistant Headteacher will have overall responsibility for evaluating the impact of the support programme and the Disadvantaged Action Plan.

PP Plus

Pupil Premium Plus funding is received for students who are looked after in Social Services Care. This money has to be used solely for the educational benefit of the individual child and cannot be used on a wider basis. The spending of this PP+ allocation and its impact will be tracked by the Personal Education Plan meetings for the Looked After Child. These meetings are held three times a year.

Heads of Department

Heads of Department are responsible for the progress of all students within their subjects and will contribute to reports to the governing body through the Assistant Headteacher.

All Staff

- All staff are expected to have an in-depth knowledge of all students they teach and support, especially students with disabilities and special needs and those who qualify for additional funding through the Pupil Premium Grant.
- Class and subject teachers are responsible for the progress made by all students.
- All staff will give students clear feedback in line with the feedback policy that helps them to improve their work.

Evaluating Impact

The implementation of the improvement strategy will be monitored and evaluated against the [Pupil Premium Statement](#)

Signed

E Leigh-Bennett
Headteacher

Date:

Signed

V Edwards
Chair of Governors

Date: