

Liverpool College

Pupil Premium Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

This is a whole college policy and applies to the Pre Preparatory, Preparatory and Senior School as well as the Boarding Halls and the Breakfast Club, after school clubs and the Young Explorers Holiday Club.



Approved Date	1 st October 2018
Review Date	1 st October 2019
Principal	 Mr H vM Broekman

Liverpool College Pupil Premium Policy

Introduction

The effective use of the pupil premium grant supports the Mission statement and core values of Liverpool College: all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive the support and challenge to meet their needs.

The most important indicator of a child's future academic success is prior attainment. The next most important factor is poverty. Material deprivation can reduce the educational resources that families can provide and is commonly associated with other factors that can influence educational outcomes: ill health; family stress; low levels of parental involvement in education; low levels of cultural and social capital; and low aspirations. As a result, there is a gap between the attainment of pupils from deprived backgrounds and others at all stages of education. In Liverpool, levels of deprivation are high (*Community Cohesion Policy*). The additional funding provided through the pupil premium has been introduced to help schools close the gap.

Pupil Premium encompasses children who are entitled to free school meals (FSM), have been entitled to free school meals in the last six years ('ever 6' FSM), children previously looked after and children of service personnel.

The Department for Education has given schools the flexibility to spend the pupil premium funds as they see fit, and will ensure that the grant is used for the purpose intended through:

- Performance tables which compare disadvantaged pupils to their peers
- Internal tracking at regular points throughout the academic year
- Ofsted inspection, under which inspectors will compare the performance of different groups of pupils, in particular those who attract the pupil premium
- Annual reports for parents that schools are required to publish on-line.

Principles

The following principles underpin the use of pupil premium funds at Liverpool College:

- High expectations for all individuals and groups of pupils. We do not equate deprivation and children who may challenge with low ability.
- A focus on the needs and progress of all pupils.
- An emphasis on high standards of teaching and learning. All strategies are designed to engage and meet the needs of individuals and groups.
- Allocating funds to best effect. Research, trialling and self-evaluation will be used to identify the activities that have the greatest impact on achievement.
- Social inclusion. Groups receiving additional support will include a mixture of Pupil Premium and non-Pupil Premium pupils to avoid socially isolating pupils.

Roles and Responsibilities

Governing Body

- Approves the overall strategy for deploying the pupil premium funding as set out in the college Development Plan (CDP) prepared by the Principal
- Holds the College Senior Leadership (CSL) to account for implementing the strategy and evaluating its impact

Principal and Senior Team

- The Principal retains overall responsibility for leading the pupil premium strategy throughout Liverpool College
- The Vice Principal (Teaching, Learning and Curriculum) is responsible for implementing the strategy in each section of the College
- The Senior Leadership Team will work with Head of Faculties and Subject Leaders to ensure strategies are embedded into the College. This will serve to narrow any gaps
- The Vice Principal (Teaching, Learning and Curriculum) will have overall responsibility for evaluating the impact of our LC+ Curriculum.

Heads of Faculty and Subject Leaders

- Responsible for the progress of all pupils within their subject and for developing educational programmes to cater for the needs of all pupils. They will work with the Head of Schools to ensure strategies are embedded into working practices

All teachers

- All teachers are expected to have an in-depth knowledge of all of the pupils they teach, and through SIMS are informed which pupils receives pupil premium funding
- Subject teachers are responsible for the progress made by pupils in their classes, and give clear feedback to enable pupils to improve their work

Evaluating the Impact

The implementation of improvement strategy will be monitored and evaluated against the following success criteria:

Short Term

- The College will have an effective strategy to support those in receipt of the pupil premium and there will be strong commitment to the strategy from the Governing Body and school leadership.
- Actions will be defined in the CDP and resources made available to implement strategies.

Medium Term

- The skills and expertise of staff will be enhanced through effective CPD/LA subject meetings.
- Evaluation, through lesson observations and work scrutiny, and of attainment and progress point data, will show that pupils are making more rapid progress.
- Discussions with pupils, and survey data, will provide evidence of increased confidence, greater aspirations, greater involvement in learning and an increased awareness of what needs to be done to meet targets over time.

Long Term

- Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium and their peers.
- Socially disadvantaged pupils will make accelerated progress in comparison with other pupils and this will result in closing the attainment gap.

Other related Policies

- EO01 Accessibility
- EO02 Equal opportunities
- TL01 Teaching and Learning
- TL06a Special Educational Needs and Disabilities (SEND)
- TL09 Homework and Independent Learning
- TL12 Talented and more able pupils