

# **PUPIL PREMIUM STRATEGY**

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Academic Year 2017-2018

Date of Meeting:

Status of Report:

For noting/discussion/questions

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## 1. PURPOSE

This document serves two purposes:

- 1.1 To provide a report to the Governing Body on the Pupil Premium Strategy and expenditure, that enables the Governing Body to monitor the impact and to identify areas for improvement.
- 1.2 To provide information for external agencies, as required information on the Pupil Premium expenditures and strategies in place to monitor and where necessary make improvements.

## 2. REPORTING PERIOD

This report covers the period September 2016 to date.

## 3. COHORT ANALYSIS

	Year 7	Year 8	Year 9	Year 10	Year 11	7-11	Year 12	Year 13	Total
All	242	232	229	225	217	1146	123	116	1384
Male	122	112	125	109	96	564	51	45	664
Female	120	120	104	116	121	581	72	71	724
FSM	16	19	9	20	14	78	3	1	82
EAL	14	20	14	9	7	64	6	11	81
PP	37	43	36	50	33	199	5	0	202
SEN K	10	6	4	8	5	33	0	0	33
ECHP	2	1	3	3	4	13	1	0	14

## 4. CONTEXT QUESTIONS

### 4.1 What is the Pupil Premium?

The Pupil Premium was introduced in April 2011 and is additional funding that the government gives to schools for each pupil on roll where they are deemed to be disadvantaged. The money must be spent on that pupil to support their education, but it is for the school to determine how it is spent. The Department of Education website is a good source of additional information:

<http://www.education.gov.uk/schools/pupilsupport/premium>

### 4.2 Why is the Government providing the Pupil Premium?

Poverty or low income is the single most important factor in predicting a child's future life chances, with many pupils having low attainment by the time they leave school at age 16. The Government believes that the Pupil Premium is the best way to address these underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### 4.3 Who receives the Pupil Premium?

Pupil Premium is allocated to pupils in school year groups from Reception to Year 11 from low income families who are registered for FSM, or who have been registered for FSM at any point in the last six years (known as 'Ever 6'), together with children that have been in care continuously for 6 months or more.

### 4.4 What is the Service Premium?

The Service Premium grant is for pupils who have a parent serving in the armed services. Unlike the Pupil Premium, this grant is not solely for raising attainment but for providing additional (mainly pastoral) support.

#### 4.5 Who receives the Service Premium?

Pupils with a parent currently serving in the armed services and supporting their family, pupils who have a parent who died in action and those whose parents have left the service since April 2011 for other reasons, including injury. To be eligible, the parent must be supporting their family, so where they are separated or divorced a pupil will not be eligible.

#### 4.6 How will schools spend the grant?

Schools must spend the grant for the educational benefit of their eligible pupils. The grant can be spent on services that benefit pupils at the school or their families, in the locality in which the school is situated. Pupil Premium grants can be carried forward to the next financial year if all the money is not spent in the year in which it is allocated.

#### 4.7 What obligations are placed on the school?

Schools will need to monitor the impact of their selected approaches to improve provision for pupils entitled to the Pupil or Service Premium. The Pupil and Service Premium is not ring-fenced and schools are free to spend it as they wish to improve pupils' attainment.

### 5. PUPIL PREMIUM STRATEGY 2017-2018

5.1 SUMMARY INFORMATION			
Academic Year	2017/18	Total PP budget	£189,820
Total number of pupils	1384	Number of pupils eligible for PP	199
Date of most recent PP Review		Date for next internal review of this strategy	
5.2 CURRENT ATTAINMENT			
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Grade 4+. EM (2016/17 only)		46%	63/70%
Progress 8 score average (from 2015/16)		-0.7	0.1
Attainment 8 score average (from 2015/16)		38	46/49
5.3 BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)			
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>			
A.	<ul style="list-style-type: none"> <li>Behaviour issues for a small group (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.</li> </ul>		
B.	<ul style="list-style-type: none"> <li>Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.</li> </ul>		
C.	<ul style="list-style-type: none"> <li>Some pupils with higher prior attainment need additional help to enable them to fully achieve their potential.</li> </ul>		

<b>D.</b>	<ul style="list-style-type: none"> <li>Some pupils have limited aspirations for the future and so do not understand the need to do well in examinations in order to achieve their potential.</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>School uniform can cause significant challenges for some families.</li> </ul>
<b>F.</b>	<ul style="list-style-type: none"> <li>Transport can cause significant challenges for some families.</li> </ul>
<b>G.</b>	<ul style="list-style-type: none"> <li>All pupils need the highest quality of teaching in every classroom.</li> </ul>

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>H.</b>	<ul style="list-style-type: none"> <li>Some pupils struggle to attend regularly and these some are persistently absent.</li> </ul>
<b>I.</b>	<ul style="list-style-type: none"> <li>Some pupils need extensive pastoral support for a variety of reasons.</li> </ul>

**5.4 OUTCOMES**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>Improved rates of progress across KS3 for high attaining pupils eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4.</li> <li>Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Behavioural issues of Year 8 and 9 addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Increased attendance rates for pupils eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below.</li> <li>Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>improved GCSE outcomes for PP pupils in Year 11</li> </ul>	<ul style="list-style-type: none"> <li>gap between 'all' 'other' and 'disadvantaged' is closed</li> </ul>

<b>5.6 PLANNED EXPENDITURE</b>					
<b>Academic year</b>		<b>2017/18</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review date</b>
improved outcomes for disadvantaged pupils	engage additional intervention teachers in Mathematics and English to support during timetabled lessons	our evidence shows that focused intervention and support on a small group or 1:1 basis has increased chances of success	departmental and SLT link monitoring systems	SBC	September 2018
improved engagement and inclusion support for disadvantaged pupils	Inclusion Manager and Inclusion Support Staff	provision of support and 'safe spaces' for disadvantaged pupils especially those with complex needs enables intervention to take place	Heads of Year, SLT Pastoral Staff and Governors AWB Committee	DPM	July 2018
improved outcomes for disadvantaged pupils in Maths and English	reduced class sizes in Maths and English	smaller classes enables greater teacher time for individual pupils	departmental and SLT link monitoring systems	SBC	July 2018
improved outcomes for disadvantaged pupils	continue after-school Homework Club	incomplete homework can often be a barrier to learning and can become a disciplinary issue, offering the support to complete H/W enables progress	Heads of Year, SLT Pastoral Staff and Governors AWB Committee	DPM	September 2018
increased awareness for Staff regarding the barriers to future progress	Staff Training	Staff awareness of the complexity of issues surrounding disadvantaged pupils will enable barriers to be overcome	NED and CPD review	NED	July 2018

improved outcomes for disadvantaged pupils	increased number of Learning Support Assistants	increased support will lead to improved outcomes	departmental and SLT link monitoring systems	MAC / DPM	September 2018
<b>Total budgeted cost</b>					<b>£141,486</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review Date</b>
improved social skills and classroom engagement for pupils with social difficulties	renew Behaviour Intervention Service Level Agreement	equipping pupils with the necessary social skills and self-regulatory strategies will lead to improved classroom environment for all pupils	Heads of Year, SLT Pastoral Staff and Governors AWB Committee	DPM	April 2018
improved social skills and classroom engagement for pupils with social difficulties	renew Crisis Response Service Level Agreement	equipping pupils with the necessary social skills and self-regulatory strategies will lead to improved classroom environment for all pupils	Heads of Year, SLT Pastoral Staff and Governors AWB Committee	DPM	April 2018
improved outcomes	targeted revision classes in Mathematics and English	some pupils find revision challenging and lack motivation at home provided targeted revision classes improves revision skills and ensures that some revision is undertaken.	departmental and SLT link monitoring systems	MPL	September 2018
improved attendance for disadvantaged pupils and therefore increased chances of improved progress	focused attendance monitoring and intervention for disadvantaged pupils	non-attendance is a significant barrier to progress	Heads of Year, SLT Pastoral Staff and Governors AWB Committee	DPM	September 2018

improved progress through an active interest in individuals	SLT Year 11 Progress Mentoring	focused individual monitoring and intervention through an active interest, has been highlighted by the Sutton Trust as an active way to engage disadvantaged pupils	departmental and SLT link monitoring systems	MPL	September 2018
improved progress through targeted small group intervention in Maths	after school small group targeted teaching	focused small group teaching target to specific academic weakness	Head of Department	MPL	September 2018
improved progress through targeted small group intervention in English	after school small group targeted teaching	focused small group teaching target to specific academic weakness	Head of Department	SBC	September 2018
improved progress through targeted small group intervention in English and Maths for LAC pupils	after school 1:1 targeted teaching	focused small group teaching target to specific academic weaknesses and close gaps from earlier disadvantage	Head of Department	DPM / HOY	September 2018
				<b>Total budgeted cost</b>	<b>£53,800</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review Date</b>
remove social barrier to school	provide support with uniform and PE uniform costs	cost implications for parents may be a barrier to parents	Heads of Year, SLT Pastoral Staff and Governors Committee AWB	DPM	July 2018

enable disadvantaged pupils to access wide co-curriculum experience	provide support on Residential Educational Visits (including Retreat Programme)	cost implications for parents may be a barrier to parents	Heads of Year, SLT Pastoral Staff and Governors Committee	DPM	July 2018
ensure that disadvantaged pupils have access to these opportunities	provide support Music Tuition	cost implications for parents may be a barrier to parents	Heads of Year, SLT Pastoral Staff and Governors Committee	DPM	July 2018
ensure that disadvantaged pupils have access to these opportunities	provide support for co-curricular / after school activities transport	cost implications for parents may be a barrier to parents	Heads of Year, SLT Pastoral Staff and Governors Committee	DPM	July 2018
<b>Total budgeted cost</b>					<b>£ 4,529.25</b>



