

Pupil Premium

The Pupil Premium was introduced in April 2011 and is intended to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is paid by means of a specific grant based on school census figures for pupils registered as eligible for Free School Meals from Reception to Year 11.

This entitlement has now been extended to the 'Ever6'. These are children who have been in receipt of Free School Meals at any point over the last six years, but may not be in receipt of them now. For Looked After Children, the pupil premium was calculated using the Looked After Children data returns.

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to the main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. These groups have been identified since research shows that nationally, students in these categories do significantly less well than other similar students so the funding is designed to bridge the gap. For all such students, the school receives approximately £558,470 in total overall.

The Government has asked every school to make it clear where this money is being spent and the impact it is having on young people eligible for the Pupil Premium.

Our commitment to every student

Please rest assured that although the school is investing in this provision, the school works hard to ensure ALL students achieve their potential. All students are consistently monitored and if anyone is underperforming, they will also get the benefits listed above to improve their performance. The additional money has allowed the school to add extra capacity to work that we are already doing so that we can help more students.

Additional School Strategies

In addition to the allocated funding we have ensured PP students are effectively tracked and monitored throughout the curriculum and beyond.

Additional effective strategies that we use

- Interventions directly into English and Maths (see budget allocation)
- Academic interventions embedded as Classroom, department and whole-school strategies [see Academic Intervention document]
- Regular data tracking – and frequent re directions of actions as a result, using attendance and exclusions data (see Data, tracking & Intervention)
- Tracking using transition tables
- Use PP as a performance management target. This is explicitly the case for all staff funded by PP money.

- Embed TAs into English and maths. Both departments have their own Associate teacher. Also new allocation of SEND TAs are directed towards key groups (rather than individuals) on a more consistent basis.
- Assertive coaching and mentoring and also ePEPs for particular students, shadow support plans)
- PP analysis as part of the regular data review by Curriculum leaders

Additional effective strategies that we use:

- PP now put in as whole as well as subgroup in Data tool for all teachers to be able to analyse
- Strategy Group Meetings have a clear focus on PP students (see SGM Meeting document)
- Vulnerable Groups spreadsheet [SEND Overview] to enable staff to access all information required to plan more effectively
- Powerful Feedback (ref Sutton Trust/ Hattie) is a whole school priority and an appraisal target for all teaching staff

PUPIL PREMIUM ACTION POINTS				
Leadership and Management				
1.1	Determine and demonstrate higher expectation of PP outcomes through Appraisal and CPD			
1.2	Plan and implement specific targeted provision and intervention strategies, with proven evidence of impact, to assist our students who need support in a time limited way. Develop whole school system to plan interventions with the use of a three step process called 3is: identification, intervention and impact.			
1.3	Develop whole-school middle leader training which focuses on robust tracking of PP students.			
Student Welfare				
1.4	Target, in liaison with the SENCo & college mentors critical groups for in-house mentoring across Y5-11			
1.5	Monitor attendance on a weekly basis and develop follow up strategies to improve the attendance of students identified with high percentage of sessions missed.			
1.6	Refine and target behaviour patterns for disadvantaged students beyond current level of analysis.			
1.7	Develop further the provision of emotional counselling and support from external agencies and through regular learning conversation with mentors internally by learning mentors			
1.8	Targeted disadvantaged students withdrawn from mainstream lessons will receive additional curriculum support programmes during SEN time.			
Teaching and Learning				
1.9	Plan effective learning experiences using assessment to support, stretch and challenge student's disadvantaged students			
1.10	The development of good literacy skills is a whole school focus. For disadvantaged students with literacy difficulties, the PP funding is used to meet their individual needs in order to remove this barrier to learning.			
1.11	Set forensic targets for disadvantaged students allowing them to respond and be able to demonstrate the progress that has been made			
1.12	Provide intervention programmes which are carefully structured and differentiated to cater for students incl. SEND across the full ability range and to meet specific needs			

1.13	Review College and Line management structures so that Core subjects are together. As result, accountability, teaching quality, assessment strategy and standards are more consistently applied			
1.14	Review line management protocols including agendas so that key school priorities are addressed consistently as standing items on all leadership and department agendas			
1.15	Review all job descriptions so that they are in line with teacher standards and school priorities			
1.16	Review and implement a revised appraisal process and policy that holds all stakeholders to account for the outcomes of all students			
1.17	Review the current data systems so that the academy tracks performance data effectively across all phases and year groups including termly across all subjects which is in line with new measures			
1.18	Develop department action plans with built-in Self-Evaluation processes which target PP/SEN cohorts and mirror priorities outlined in the Ofsted Action Plan			