

Pupil Premium 2017 – 2018

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

1. Local-authority-maintained schools, including:
 - special schools (for children with special educational needs or disabilities)
 - pupil referral units (PRUs - for children who can't go to a mainstream school)
2. Academies and free schools, including:
 - special academies (for children with special educational needs or disabilities)
 - alternative provision (AP) academies (for children who can't go to a mainstream school)
3. Voluntary-sector alternative provision (AP), with local authority agreement
4. Non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

Funding - Financial year 2016 to 2017

Our allocation for the 2016/2017 financial year is £170,735. As of September 2016, 28% of our cohort were eligible for the pupil premium grant.

In the 2016 to 2017 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Parents: *If your child has been adopted from care on or after 30 December 2005 left care under a Special Guardianship Order on or after 30 December 2005, a Residence Order on or after 14 October 1991 please let us know. The information will be treated in strictest confidence but will enable us to provide more for your child.*

Number of pupils and Pupil Premium Grant (PPG) received	2015	2016	2017
Total number of pupils on roll	702	694	714
Total number of pupils eligible for PPG <small>Please note from 2012 this includes pupils who have been eligible for FSM in the past 6 years and therefore is significantly higher than pupils currently claiming FSM</small>	202 <small>FSM 80</small>	213 <small>FSM 68</small>	199 <small>FSM 67</small>
Amount of PPG received per pupil	£935	£935	£935
Total amount of PPG received or predicted	£167,941	£197,662	£170,735

Impact on Closing the Gap

% A* - C / 9-1 in English and Maths

	2016	2017
Non Pupil Premium	63%	44%
Pupil Premium	42%	26%
School Gap	-21%	-18%

Progress 8

	2016	2017
Non Pupil Premium	-0.25	-0.44
Pupil Premium	-0.09	-0.39
School Gap	+0.16	+0.05

Attainment 8

	2016	2017
Non Pupil Premium	49.1	49.4
Pupil Premium	42.9	44.3
School Gap	-6.2	-5.1

Activity	Sutton Trust Summary	Staff in charge	Outline of Activity	Funding	Projected Impact	Outcome
1:1 mentoring	1-1 tutoring: Moderate impact for low cost, based on extensive evidence. + 5 Months	AWA	Staff will be issued with information to discuss with individual students in their form classes. These will be feed back to the PP Co-ordinator. The feedback will be focused around how things can be improved for the students.	£100.00	Students become more engaged in their own learning and develop independence due to their awareness of their strengths and weaknesses. Tutors know their students well and can monitor their progress – intervening when necessary.	
Targeted parents evening appointments	Parental involvement: Moderate impact for moderate cost, based on moderate evidence. +3 months	AWA	Student Support Leaders to make appointments for students entitled to PP to ensure / support engagement in school.	Negligible	Engagement of parents is increased through personal contact with the school. Issues can be dealt with quickly and progress can be celebrated with parents	
Homework Club	Moderate impact for very low cost 5+ months	SW	Students entitled to PP are invited to the homework club. A support member of staff is available to help during the session	£2,096	Students entitled to PP funding have a secure, supported place to do their homework in.	
PP Coordinator AHT	Aspirations: Very low or no impact for moderate cost based on very limited evidence. 0 Months	AWA	AHT coordinates the funding element and puts the programme of support into place.	£20,263	There is a strategic / coordinated overview of the spending of PP funding and outcomes are measured to determine the most efficient interventions.	
Higher Prior Attainers (to be renamed by students) Club	Aspirations: Very low or no impact for moderate cost based on very limited evidence. 0 Months	AWA	This project is aimed at accelerating the progress of our most disadvantaged, upper ability students. All upper ability/gifted and talented students will be invited to be part of the 'HPA Club' which aims to 'generate genius' by providing a rolling programme of very challenging enrichment activities that	£2000.00	Raising aspirations and attainment. Increased numbers of students who aspire to go to University. Students to gain a wider knowledge of language to improve literacy skills and challenge. Raising aspirations and attainment. Increased numbers of	

			research has shown enables the most able to make greater progress.		students who aspire to go to University. Students to have the opportunity to experience fine dining with the aim of widening their horizons and improving self-esteem. Improved numeracy for students involved. Increased engagement in school by students having access to a wider variety of activities.	
Passport to Success - Equipment referrals, resources, books etc.	Aspirations: Very low or no impact for moderate cost based on very limited evidence. 0 Months	AWA	Providing necessary equipment, uniform etc. to FSM students to ensure that they overcome barriers to learning.	£300.00	Removal of barriers and an opportunity for 1-1 interview and progress tracking will ensure more accurate needs assessments and greater engagement of FSM and Ever 6 FSM students raising attainment and narrowing the gap.	
University Visits	Aspirations: Very low or no impact for moderate cost based on very limited evidence. 0 Months	KL	To raise aspirations by looking at potential avenues of onward study. Careers advisor to support these visits.	Travel costs	Raising Aspirations.	
Revision books	No Sutton Trust research base	Middle Leaders	Revision books available for all subjects.	£500.00	Improved attainment through improved access to resources.	
Parent Aspirations Group	Parental involvement: Moderate impact for moderate cost, based on moderate evidence. +3 months	Middle leaders	This initiative aim to engage parents in helping their child to improve their maths, English and science outcomes. Specific targets this year will be students in groups within FSM who are underperforming i.e. WB students, boys in particular	£200.00	Improved parental engagement which in turn will lead to improved student engagement. Improved attendance reduced poor behaviour and this in turn should narrow the attainment gap.	
Phonics training for the SENCO	Phonics: Moderate impact for very low cost, based on very extensive evidence	JL	The SENDCo – JL will receive Ruth Miskin Phonics training which will then be cascaded across the department.	£300.00 2 day course	Improved literacy skills for KS3 students	

	+4 months					
Student Passports	1-1 tutoring: Moderate impact for high cost, based on extensive evidence. + 5 Months	AWA Form tutors	All FSM and Ever 6 FSM students to have a 1-1 interview once a term with student support leaders and AHT for Vulnerable Students to talk about attendance, behaviour, progress mapping the opportunities they are taking part in. This links into form tutors and 1:1 mentoring	£200.00	Removal of barriers and an opportunity for 1-1 interview and progress tracking will ensure more accurate needs assessments and greater engagement of FSM and Ever 6 FSM students raising attainment and narrowing the gap.	
Breakfast club	Moderate impact for high cost, based on extensive evidence. + 5 Months	HLTA	Breakfast clubs are well positioned to address a range of educational, nutritional, health, psychosocial and childcare needs. In addition to the basic health and nutritional needs for students, breakfast club will give additional opportunities for improving social skills. Social benefits: To build social skills & form friendships, to encourage older children to help younger children, how to eat 'properly', community feel which supports school ethos, improvements in relationships of children attending with other children and with staff. - Opportunity to recognise and address any issues children may have, in an informal Evidence suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are healthier and are more likely to achieve their full educational potential. Consider additional activities that can supplement the known benefits of breakfast club such as: 'Special days' to encourage experimentation in food and/or	£2370.45	Consider additional activities that can supplement the known benefits of breakfast club such as: 'Special days' to encourage experimentation in food and/or activities Involving children in the decision-making about the club Children helping out as volunteers (or paid a small amount) with responsibilities. Expecting children to prepare/clear up for themselves Involving catering staff in non-food related activities or trying something new Experts coming to the club to talk about health/nutrition (e.g. dentist, school nurse)	

			<p>activities Involving children in the decision-making about the club Children helping out as volunteers with responsibilities Expecting children to prepare/clear up for themselves Involving catering staff in non-food related activities before they go into the classroom - Contribute to a calm, relaxed & settled start to the day.</p>			
<p>Meta-cognition and self-regulation approaches using Blooms Taxonomy</p>	<p>High impact for very low cost +8 months</p>	<p>IS and RAC team</p>	<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. This approach is being developed by the RAC team under the leadership of ex HMI Ian Seath.</p>	<p>negligible</p>	<p>Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.</p>	
<p>Literacy and Numeracy teaching groups</p>	<p>Moderate impact for very low cost, based on very extensive evidence +4 months</p>	<p>JL</p>	<p>Students entitled to PP will be withdrawn in year 7 for an intensive programme of Phonics / reading / language skills and Numeracy development.</p>	<p>£34,742</p>	<p>Literacy and Numeracy levels are raised to allow for further progress to be made.</p>	
<p>Staff Projects</p>	<p>Moderate impact for very low cost, based on very extensive evidence +4 months</p>	<p>staff</p>	<p>Staff can bid for a funding pot to provide interventions for specific groups of children after each data drop.</p>	<p>£10,000.00</p>	<p>This is data driven in each department . The intervention is measured by being baselined assessed and then assessed at the end of the intervention.</p>	