



St. George's School
A Church of England Academy

PUPIL PREMIUM POLICY

2016/17

"IF WE CAN RESPOND TO THE MASSIVE CHALLENGE TO USE PUPIL PREMIUM FUNDING TO CLOSE THE GAP, WE WILL HAVE GONE A LONG WAY TO FULFIL THE PURPOSE OF EDUCATION FOR THE YOUNG PEOPLE WHO NEED IT MOST. WE WILL HAVE ACCEPTED THE NOTION THAT NO YOUNG PERSON, BY VIRTUE OF THEIR BIRTH, SHOULD NECESSARILY ACHIEVE LESS THAN OTHERS" (SIR JOHN DUNFORD, NATIONAL PUPIL PREMIUM CHAMPION).

CAROLYN HALL - ASSISTANT HEADTEACHER
STRATEGIC LEAD - PUPIL PREMIUM CHAMPION

CONTEXT

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy.

Common barriers for FSM children can be less support at home, real language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

1. Pupil Premium Grant

In the academic year 2016/17 the Pupil Premium Grant is available as follows:

Disadvantaged pupil	Pupil Premium per pupil
Pupils in Reception to year 11 entitled to free school meals in the previous six years (Ever 6 FS)	£1,300
Looked after children (LAC	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children)	£300

2. Our Objectives – Track, Identify & Intervene

2.1 Provide additional educational support to raise the achievement (attainment and progress) of pupils in receipt of Pupil Premium.

2.2 Target Pupil Premium funding to narrow the gap between the educational achievement of these pupils and their peers by closely monitoring the impact of interventions and initiatives.

2.3 Address underlying inequalities, as far as possible, between these pupils and others.

3. Success Criteria

3.1 The attainment and progress of disadvantaged pupils at least match or are rapidly approaching¹ those of other pupils nationally and in the school.

The progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for **non-disadvantaged** pupils. Reducing in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the **other pupils in the school**.

From each different starting point, the proportion of pupils making expected progress and the proportions exceeding expected progress in English and in Mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school

3.2 Pupils make substantial and sustained progress **throughout all year groups across many subjects**, including English and Mathematics.

3.3 Reducing the difference between PP/non PP pupils in GCSE English and Mathematics for disadvantaged pupils and their peers.

3.4 Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of year 8.

3.5 Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups.

3.6 All disadvantaged pupils to be in education, employment or training post-16 and post-18.

4. Underpinning Principles

4.1 Provision is based on assessment and identification of individual needs for each pupil in receipt of Pupil Premium.

4.2 Ensuring that all disadvantaged pupils benefit from the funding, not just those who are underperforming.

4.3 Underachievement at all levels is targeted (not just lower attaining pupils).

4.4 Provision will draw on research evidence so that funding is allocated to the activities that are most likely to have an impact on improving achievement. To support the CEIT research group in school. This is to find best ways for all staff to support PP pupils.

4.5 The School will take a long term view, trying to stop achievement gaps from widening long before the end of a key stage.

5. Key Strategies

5.1 Assigning a Strategic lead Assistant Headteacher to Champion and co-ordinate Pupil Premium and the educational needs of disadvantaged pupils and ensure the implementation of this Policy.

5.2 Ensuring that teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

5.3 Ensuring that **all** pupils across the school receive good teaching.

5.4 Maximising the time pupils have to “catch up” through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. breakfast club, homework club).

5.5 Using achievement data frequently to check whether interventions (Closing the Gap Team) or techniques are working and making adjustments accordingly, rather than just using the data retrospectively to see if something has worked.

5.6 Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning.

5.7 Working in partnership with the parents of pupils to ensure their success. Using the Achievement for All, Structured Conversation programme. This is to enhance parental engagement with hard to reach parents and support students with an academic champion.

6. Reporting

6.1 The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost effectiveness.

6.2 The Headteacher will report annually to the Governing body on how effective Pupil Premium spending has been and what impact has been made.

6.3 Information regarding Pupil Premium spending will be published on the school’s website. To comply with DfE requirements this must include :the level of Pupil Premium funding received in the current academic year and levels of funding received in previous academic years how the academy has spent the Pupil Premium and why it has decided to spend it in the way it has.Any difference made to the learning and progress of disadvantaged pupils as shown by performance data.

6.4 For parents of pupils in receipt of Pupil Premium, personal information will be sent home in pupils’ reports.

6.5 A wide range of data will be used to monitor and report on progress-achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.

6.6 Assessment Data will be collected half termly so that the impact of interventions can be monitored regularly.

6.7 A designated member of SLT maintains an overview of Pupil Premium spending.

6.8 A Governor is given responsibility for Pupil Premium and reports to the Curriculum Committee of the Governing body.

¹ *where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.*



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PUPIL PREMIUM STRATEGY

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Pupil Premium Team Strategy

Having analysed both national research and local knowledge about what makes a difference in narrowing the attainment gap between pupils in receipt of the Pupil Premium and all pupils nationally a strategy on the activities that make the biggest difference in narrowing these gaps has been developed and guides our practice. The Closing the Gap team intervention will cut through many of these strategies. These are explained below.

Data tracking that identifies the gaps – data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the ‘other factors’ then draw on Pupil Premium funding.

High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff will mentor 1 student in receipt of Pupil Premium, meeting their parents/carers for structured conversations regarding what can be done at home to improve outcomes. Appraisal targets will also focus on the progress of ‘disadvantaged students’ in the classes they teach. This whole-school strategic approach allows us to maintain the professional respect for the school’s Pupil Premium Project and its outcomes.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills, Literacy/Numeracy and clear formative assessment. Staff training has been focused accordingly as set out in CPD 2016/17. In addition some of our more experienced teachers will lead intervention groups to improve Maths and English.

Literacy support – the development of good literacy skills is a whole school focus. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning. In addition a member of the Closing the Gap team has been employed and is specifically trained in the delivery of Phonics.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need using the ‘**Trigger Intervention Point**’ guide in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

Good facilities for supported self-study – the school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before and after school provision.