

Pupil Premium 2016/17 (Financial year)

Leader: Angela Appleby

Evaluated: Governor's student committee.

WHAT IS PUPIL PREMIUM?

Pupil Premium funding began in 2011. From April 2012, pupil premium funding was extended to include:

1. All children eligible for free school meals at any point in the past 6 years.
 2. Children who have been looked after for 1 day or more.
 3. Children who are adopted.
 4. Children who leave care under a Special Guardianship Order or a Residence Order.
- Ofsted inspections report on how schools' use of the funding affects the attainment of disadvantaged pupils.
- They will hold us to account through performance tables, which include data on:
- The attainment of the pupils who attract the funding.
 - The progress made by these pupils.
 - The gap in attainment between disadvantaged pupils and their peers.

The government believes that the pupil premium, which is allocated to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it the most.

The aim of the money is to try and close the attainment gap. The school have autonomy over how they spend the money but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers.

OUTLINE OF THE FUNDING WE RECEIVE.

Haydon School is due to receive a total of £248,710 for the financial year 2016/17. This is broken down in the following way:

- 266 students eligible for funding (Full, service, deprivation funding)

We also receive will receive Pupil Premium funding for our Looked After children of up to £1900 to £2,200 each. The money has to be requested on a termly basis following discussions with the student's relevant borough.

WHY THIS IS A KEY PRIORITY FOR THE SCHOOL.

Gaining more good GCSEs is life changing for our students. The challenge is working out how we can close the gap. We need to address what the barriers are to unlocking the potential of more disadvantaged and low attaining children to ensure that all achieve. Children with 5 good GCSEs are likely to:

- Earn about 10% more than similar people with lower qualifications.
- Increase their lifetime productivity at this level by £100,000 for men and £85,000 for women.
- Be in full time employment or training at 18. Being unemployed at 18 can lower wages by 12-15% by the age of 42
- Be of lower risk of depression, risk taking behaviour and obesity in later life.

- Have children later. A third (32%) of young women who do not achieve at least 5 GCSE's have a child by 19, 10 times more than those who do.

PREVIOUS DATA:

2013/14 5 A*-C Inc E & M		2013/14 gap	2014/15 A*-C Inc E & M		2014/15 gap	2015/16 Inc E & M		2015/16 gap
PP	36%	34%	PP	42%	28%	PP	54%	22%
Whole cohort	70%		Whole Chort	70%		Whole cohort	76%	

It is clear for the data that the school is makes strides in closing the attainment gap between the main cohort and disadvantaged studens. This is very pleasing and supports the studens mission statement which is '@excellents for all'.

OUR KEY AIM FOR 2016/17:

To continue to improve the outcomes or Pupil Premium students. To achieve this we are aiming to narrow the gap by addressing barriers to learning which create inequalities and also raise the attainment of those students in low income families. Specifically we aim to:

- Improve their levels of attainment and progress.
- Close attainment gaps relative to the school averages.
- Have full access to our curriculum.
- Improve levels of attendance.
- Support social and emotional development, though full inclusion in the schools extra curricula program.
- Close the gap at KS3 in terms of pupil progress in preparation for KS4.

HOW ARE WE AIMING TO ACHIEVE THIS?

- Honestly evaluate performance across the school.
- All PP students' intervention 'needs' mapped.
- Ensure good quality teaching for all and also wave 2 and 3 intervention for all PP
- Clearly monitored impact of intervention strategies in place for all PP students. All interventions are entered on SIMS to ensure that
- Continue to ensure that the profile of PP students is seen as a priority for all.
- Teaching and learning focus on closing the gap and participation of all PP students.

EXPENDITURE 2016/17

After reviewing the expenditure plans for the previous years and the researching into current thinking in terms of Pupil Premium spending we decided to divide the funding in to three distinct categories or 'pots'. The first pot would be specifically allocated to staffing who had a specific responsibility for Pupil Premium. The second 'pot' would be available for all staff in the school to place intervention bids for. The rationale behind this was to all allow staff the autonomy to identify intervention needs in their areas of expertise and then identify strategies to tackle these area. Thus intervention would not be top down but rather bottom up. The third 'pot' will support provision mapping, small group and 1 to 1 interventions.

All staff received training in how to develop bids and also staff were given the opportunity to attend training on intervention during teaching and learning CPD sessions. The funding structure and focus of Pupil Premium funding has been discussed as a leadership team and also presented to Governors.

Expenditure detail (to date)

POT ONE – STAFFING- £120,000 (a percentage of the salary is taken from the funding in proportion to the specific impact the member of staff has in engaging with PP students and supporting specific strategies.

Role	PP role
Members of Leadership Team	To oversee the closing the gap agenda. To monitor the effectiveness of spending and strategies to close the gap. To work with all staff in the school to ensure consistency in terms of meeting the schools aims. To lead staff to close the attendance and disaffection gap.
Believe and Achieve unit staff	To support students who have been identified as at risk of exclusion in re-engaging them in the learning process, develop strategies to promote positive behaviour and raise aspirations.
Believe and Achieve unit lead	To lead strategies and support students who have been identified as at risk of exclusion in re-engaging them in the learning process, develop strategies to promote positive behaviour and raise aspirations.
Maths Learning Mentor	To support students identified as needing additional support in maths to aid them in reaching their potential. Though a combination of mentoring, one to one support and support in lessons.
SEN Pupil Premium Learning Mentors	To support students identified as needing additional support to close the gap for example in attainment, behaviour, or attendance. Though a combination of mentoring, one to one support and support in lessons.
LINK lead	To support students identified as needing additional support with specific social and emotional issues and to raise aspirations. Though a combination of mentoring, one to one support and support in lessons.
Leaders in core faculty areas (Maths, English, Science)	To identify students within the faculty area who need additional intervention. To initiate intervention strategies. To monitor the impact of intervention strategies.
Pupil Premium Administration	To track and manage the intervention data for Pupil Premium students.

As the roles of these staff are very varied it is difficult to trace the impact of their intervention through simple quantitative measures. To monitor the impact the lead for Pupil Premium meets with them regularly to review their impact and priorities. Staff are also asked to produce impact statements. The Pupil Premium Learning mentors also complete interviews with students prior to and once intervention has ceased.

'POT' TWO – STAFF BIDS- £ 20,000

All staff have the opportunity to bid for money to support intervention from this 'pot'. A pro forma has been created to support staff bid for money. Staff are asked to outline the focus of the intervention, outline the students involved in the intervention, identify the timescale of the intervention, identify and resources required for the intervention and costing. Once the impact is completed they then need to complete a review of the intervention and identify the impact. They are also asked to complete an evaluation of this intervention. The lead in charge of Pupil Premium meets with staff during or at the end of the intervention to discuss success.

All bids are centrally recorded in a spreadsheet and the intervention is mapped on the schools provision monitoring system.

To date there have been 141 separate bids from staff which have ensured that all PP students have received a range of different individualised interventions. The following is a sample of interventions which have been agreed:

- Outward Bound trip to develop teamwork and raise aspirations
- Raising engagement - physics
- Supporting B/A grade yr. 11 PP students so that they get an A/A* in Business Studies
- Revision guides for external exam in History
- On line revision seminars with staff support in Maths
- To provide a student with a range of 10 examples of products to aid her coursework and designing.
- Subsidy for the Pompeii trip, to support the development of understanding of classical civilisations.
- Payment of Future Learn Statement of Participation Certificate for a HAPS student
- Providing dictionaries and thesauri for English classrooms - develop literacy
- ECDL - preparing students to pass online test.
- Attend year 8 camp - expanding aspirations and experiences.

'POT' THREE – PROVISION MAPPING- £ 100, 00

This intervention funding supports students to develop and deepen their knowledge, skills, aspirations and ability to participate in their education through targeted and focused one to one work or small group work with teaching and pastoral staff as well as key outside agencies and coaches at key points of the school year across KS3 and KS4. Students can be identified by pastoral teams, faculty area or the SENCO for this wave of support.