



St Edward's
RC/CE VA School

Pupil Premium Policy

Due to be Reviewed and Approved by Teaching, Learning and Assessment

On: 14 June 2017

Due to be Reviewed and Ratified at the St Edward's FGB

On: 13 July 2017

Next review date: September 2018

Member of SLT responsible: Mr C Barnett

PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service child premium at any point in the last three years (known as 'Ever 3 Service Child'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The table below represents the Pupil Premium allocation throughout the school at all key stages for this academic year:

Disadvantaged students	Pupil Premium per pupil	No of Students 2016-2017
Students in Year Groups R to 6 recorded as Ever 6 FSM	£1,320	N/A
Students in Year Groups 7 to 11 recorded as Ever 6 FSM	£935	158
Looked After Children (LAC)	£1,900	19
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£1,900	21
Service children	£300	12
Students in Year Groups R to 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence.	£300	0

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents/carers and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school's website.

Section 9 of this regulation requires schools to publish the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that

individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents/carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents/carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents/carers play in the lives of their children.
- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Use research such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/>

DEVELOPMENT OF THE POLICY

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our students.

THE HEAD AND THE SCHOOL LEADERSHIP TEAM

The SLT are responsible for implementing this policy.

They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.

Through performance management arrangements, they will make sure that 'narrowing the gaps' is a priority area of focus for the school.

It will be the responsibility of the SLT to include the following information in the termly monitoring and evaluation report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The School Business Manager, will monitor the use of the Pupil Premium on a monthly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

TEACHING AND SUPPORT STAFF

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.
- Evaluate the impact of Pupil Premium spend within their area of responsibility

GOVERNING BODY

The Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Business and Premises Committee is responsible for ensuring the implementation of this policy.

The Governing Body will at least termly, keep the work of narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact via monitoring visits.

At the end of the academic year, Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Planned work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow adjustments to be made if particular strategies are not working well, rather than leaving things to the end of the year.

The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation².

([http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf))

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- as a summary in the school brochure

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

CONCERNS PROCEDURE

Any concerns regarding this policy can be made via the Headteacher in the first instance. If concerns are not resolved, the matter can be raised through the governors' complaints procedure.

1. Summary information					
Academic Year	16/17	Total PP budget	.	Date of most recent PP Review	n/a
Total number of pupils	1064	Number of pupils eligible for PP	201	Date for next internal review of this strategy	Jan 2017
2. Current attainment					
			Pupils eligible for PP / Non PP		
% achieving 5A* - C incl. EM (2015-16 only)			45% / 60%		
% achieving expected progress in English / Maths (2015-16 only)			M 92% / E 60% / M82% / E 70%		
Progress 8 score average			-.65 / 0.01		
Attainment 8 score average			39.45 / 49.51		
3. Area of Focus					
A.	Attendance Rates for Pupil Premium students – Ensuring all PP students attendance is in line with national figures				
B.	PP students aspirations and carer pathways - Ensuring all PP students have a plan and support programme to achieve whatever they				
C.	Low Levels of Literacy for some pupils on entrance				
D.	Low Levels of numeracy for some pupils on entrance				
E.	Higher attainers – accelerated progress focus.				

Desired outcome	Chosen action / approach	What is the evidence?	How will you ensure it is implemented well?	Lead	Cost
Identify and stretch more and most able pupil premium student in every lesson and through extra-curricular provision	<p>1) Teachers to be able to show in planning (SoW) and tracking how all students, and especially more able PP students are stretched</p> <p>2) Lessons make frequent links to Application in life/the 'real world' and specific careers</p> <p>3) Most able PP students to be identified on all seating plans</p> <p>4) High Achievers group to support, challenge and encourage the most able PP students –</p>	<p>Work ethic among all students rises</p> <p>Most-able make accelerated progress</p> <p>Students can see the relevance of learning elements and how these skills can be applied to life beyond school</p> <p>Most able students show accelerated progress through in year monitoring</p>	<p>Lesson plan /teacher journals/subject meeting minutes/lesson obs</p> <p>Quality Assurance Monitoring</p> <p>Subject Leader to record book monitoring and feedback given using tracking form. Progress evident over time.</p> <p>All staff are aware of progress and gaps are identified and reviewed on a regular basis. Strategies are implemented and monitored to ensure the gaps</p>	IH CB	£77,149
Staff to provide effective assessment and feedback to accelerate progress of PP Students	<p>1. Staff Development to ensure high expectations of work quality, quantity and presentation are articulated and enforced.</p> <p>2. Formative feedback is frequent, and students respond through effective GRAFT approaches.</p> <p>3. Book Monitoring to take place for targeted Pupil Premium Students</p> <p>4. Smaller group sizes to enable a more targeted and focussed approach</p>	<p>Pupil Premium book monitoring to take place by Subject Leader with feedback given to class teacher. Cluster Leader to complete Pupil Premium book monitoring on a minimum termly basis and feedback to subject leader</p> <p>Students value feedback and can see their progress positively affected.</p>	<p>Subject Leader to record book monitoring and feedback given using tracking form. Progress evident over time</p> <p>High classroom standards are evidenced during learning walks / lesson obs.</p>	CB IH Subject Leaders	£26,131

<p>Teachers differentiate teaching tasks to meet the needs of all PP students</p>	<p>1 CPD for staff to ensure effective strategies for assessment and feedback. Students make progress through targeted assessment and feedback and varied approaches to assessment and feedback such as peer and self- assessment.</p>	<p>The learning needs of all PP students are met through a variety of tasks. Students show progress and develop confidence and resilience.</p> <p>Subject Leader to record book monitoring and feedback given using tracking form</p>	<p>Quality Assurance Process</p> <p>Lesson plans/ teacher journals/subject meeting minutes/lesson obs</p> <p>Line Management Meetings</p>	<p>CB / IH</p>	<p>£77,149</p>
<p>Develop Home Learning Strategies</p>	<p>1Clear home learning strategy developed to ensure clear expectations and standards.</p> <p>2Homework monitoring from tutor to ensure overview across all subjects with concerns communicated clearly with parents / carers.</p> <p>3Year Leader and SLT monitoring to ensure consistency, and appropriate challenge for all PP students.</p>	<p>The setting of home-learning, and student completion of homework increases in consistency/fewer discipline instances arising</p> <p>Students understanding and skills improve</p>	<p>Evidence of progress over time in homework / class books</p> <p>Observations, Work Scrutiny and SoW</p> <p>SLT and Year Leader monitoring</p>	<p>CB / IH</p>	<p>£20,532</p>
<p>Increased attendance rates for PP students.</p>	<p>1Tutors monitor PP attendance rigorously with attendance office making early morning calls and referring to pastoral team for support if required.</p> <p>2Attendance tracking by tutor with rigorous monitoring and communication with parents.</p>	<p>PP students are more likely than their non PP peers to be absent from education impacting progress.</p>	<p>Attendance of PP students is in line with national expectations</p>	<p>AB</p>	<p>£1,202</p>

<p>Improved Literacy Progress for PP students in Year 7</p>	<p>Support group teaching for English with specialist literacy teachers</p> <p>1TA support during English lessons</p> <p>2Targeted library lessons</p> <p>3Extra literacy lessons</p> <p>41:1 support in a paired reading scheme</p> <p>5Rapid Plus Reading Scheme</p> <p>6Fresh Start (ReadWriteInc.) Reaching Scheme</p> <p>7Lexia for home learning with 1:1 TA support at school</p>	<p>Support and Interventions in literacy and numeracy can enable students to have full access to the curriculum</p>	<p>Identified PP students improve their reading and spelling age.</p> <p>Progress over time is evident in English books and through teacher assessment.</p>	<p>HBo CF</p>	<p>£21,494</p>
<p>Improved Numeracy Progress for PP students in Year 7</p>	<p>1TA support during Maths lessons</p> <p>2Support with Numeracy Ninjas</p> <p>3Small group sessions</p>	<p>Support and Interventions in literacy and numeracy can enable students to have full access to the curriculum</p>	<p>Identified PP students improve numeracy skills giving a firm foundation on which to build.</p> <p>Use of termly assessment data to show improvement.</p>	<p>JHu CF</p>	<p>£12,538</p>

<p>Review and improve careers education to meet Pupil Premium students' needs</p>	<p>1Audit current student career aspirations and at the start of the year, and after any career events.</p> <p>2Prepare programme of career preparation activities and events across all years ensure PP students have full access.</p> <p>3Communication with parents/carers at least annually, about how they can help and advise their child</p>	<p>Teachers know the aspirations of every individual before them</p> <p>Parents engage with the school's work with their child and are empowered to support and advise their child</p>	<p>Careers intentions database Ansbury leader feedback Line management minutes Careers Map yr 7-13 LM Minutes, Ansbury, PSHE Parent Voice</p>	<p>AB</p>	<p>£6,452</p>
<p>Targeted revision sessions for KS3 students to support in identified areas</p>	<p>1KS3 Students are identified through PEPs and tracking points and are allocated 1 to 1 or small group support as part of an individualised tutor programme</p>	<p>Ensuring students are meeting EP at KS3 enable students to access the KS4 curriculum and in the longer term further and higher education.</p>	<p>Review of PEPS and use of termly assessment data to show improvement.</p>	<p>AB / CF</p>	<p>£10,111</p>
<p>Targeted Maths and English Intervention for KS4 PP students to ensure they remain exceed their target.</p>	<p>1Students are identified through PEPs and tracking points and are allocated 1 to 1 or small group support as part of an individualised tutor programme</p>	<p>English and Maths enable students to access further and higher education and equip them with life long skills</p>	<p>Improved Maths and English Outcomes for PP students Use of termly assessment data to show improvement.</p>	<p>IH AD</p>	<p>£19,865</p>
<p>PP students access a variety of opportunities to broaden their experiences both in and out of school</p>	<p>1Every PP student will have the opportunity to take part in subject related trips and or residential activity, to increase their confidence and give them an experience that will develop their character.</p> <p>2All PP students are able to access external music tuition to</p>	<p>Students develop a range of skills and develop skills in other areas. Students are also able to contribute to the life of school through music.</p>	<p>All PP students have access to and take part in some form of academic trip or residential activity whilst at St Edwards</p>	<p>A Dale M Lane CB</p>	<p>£23,191</p>

	learn new skills or develop existing ones				
Participation in Local authority network and consultation visits with LEA advisor	Sharing ideas, resources and best practise with similar schools from across the authority as well as taking advice from experienced advisors will ensure we are providing the best possible opportunities for our students.			CB	£777
Year Leaders – Social and emotional intervention	Year Leaders to proactively work with our disadvantaged learners; including classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning	On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Students will be better supported, enabling them to focus on their learning, this support will ensure improved outcomes in terms of progress and attainment in all year groups	AB IH CF	£16,432
Student travel to support attendance at revision sessions	To assist students/Parents with the costs associated with attending after school/weekend revision activities	pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	100% participation by those students identified by staff as needing additional revision sessions	CB	£400
Small group to enable specific support and targeted intervention	Small groups for the core subjects enable the teacher to deliver focused teaching that raises student's attainment.	Smaller classes enable increased amounts of high quality feedback and one to one attention for each student	Contribute towards students making expected progress in English and Maths	MA CB	N/A
Financial support with Uniform and PE Kit	Families are offered financial support with school uniform and PE kit and equipment			ML AD	£1,300

Projected PP spend £314,723