PUPIL PREMIUM 2019/20 TARGETS

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered:

- → £935 for eligible secondary-aged pupils
- → Schools will also receive up to £2,300 for each looked-after pupil (determined by the Virtual School Head).
- → Our current pupil premium allocation for the academic year 2019 – 29 is £69,190 (74 x £935).
- → Additional to this an amount allocated as LAC Pupil Premium (6 pupils) that will be spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance.
- → Figures will also be subject to in year adjustments (i.e. new Year 7 students joining us in September 2019 – see Year 7 Catch-up Premium below))

Year 7 Catch-up Premium
The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2).

We expect to receive £14,209 to support and extend the achievement of our 31 eligible pupils.

Barriers to Attainment
The barriers and challenges disadvantaged pupils face at Piper Hill are complex and varied – there is no single difficulty faced by all. Pupils at Piper Hill have a diagnosis of SLD and/or additional profound, multiple and complex learning difficulties. Pupils can also have additional medical, social, emotional or behavioural needs which can impact on Readiness for Learning & Engagement.

As a school we have a strong focus on identifying barriers that each individual pupil premium pupil faces:
- Safeguarding; pupils experiencing personal issues or 'adverse childhood experiences
- Behaviour, emotional and social wellbeing and extended home experiences including socio-economic disadvantage i.e. poverty
- Attendance; We view poor attendance and punctuality as a symptom of an underlying cause, and it is these underlying causes we tackle – parenting, family support, partnership working with health and sensitising parents/carers to the critical importance of being in school every day on time.

How we plan to spend academic year's allocation 2019-2020
The aim of Pupil Premium in the 2019 – 20 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

The focus this year is to diminish any difference in performance between pupil premium pupils and non-pupil premium pupils in the areas of English: Reading, Maths: Using and Applying and Computing. Identifying which pupils the funding is attached to was completed via the DfE website, this list contains 78 students.

2019-20 Choice of Focus area:
From analysis of progress data for 2018 – 19 the curriculum areas chosen for 2019-20 pupil premium initiatives are:

- English: Reading
- Maths: Using and Applying
- Computing

We chose these areas as using the 2018- 19 data these areas demonstrated a small difference in attainment between pupils premium and non-pupil premium pupils.

2018-19 Pupil Premium / Non Pupil Premium Students Pupil Progress: Students have Achieved Outstanding Progress Summer 2019			
SUBJECT	**Pupil Premium Students have Achieved Outstanding Progress**	**Non Pupil Premium Students have Achieved Outstanding Progress**	**Pupil Premium / Non Pupil Premium % GAP**
ENGLISH - READING	92%	100%	-8%
MATHS - USING & APPLYING	92%	98%	-6%
COMPUTING	90%	96%	-6%

Within these subject areas specific whole school targets have been established, to ensure the gap between pupil premium and non-pupil premium pupils can be closed.

Whole school Pupil Premium Targets 2019 – 20

To diminish the difference between pupil premium and non-pupil premium students achieving outstanding progress:

Subject	Current difference between PP and non PP	Target difference
English: Reading	8%	3%
Maths: Using and Applying	6%	3%
Computing	6%	3%

Actions to diminish the difference

English Reading
- Use of TA literacy support for targeted interventions
- 15 minute focus area – individual/personalised resources purchased to ensure specific barriers to learning are addressed
- Staff CPD – whole school and class groups
- Regular moderation and workbook scrutiny to evidence progress over time
- Individual specialist staff training

Computing
- staff CPD to raise awareness and confidence of teaching individual modules
- Use of specialist TA to support class groups
- Development of modules and research/purchasing of new apps and computer programs.

Maths: Using and applying
- 15 minute focus area – individual/personalised resources purchased to ensure specific barriers to learning are addressed
- Staff CPD – whole school and class groups
- Regular moderation and workbook scrutiny to evidence progress over time
- Development of how maths and training on "Mastery of maths"

How will the impact of this funding be measured?
To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Piper Hill will be used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort.

Date of Next Review: July 2020