

2015-2016



# Pupil Premium Strategy

2015-2016

## Pupil Premium 2015-2016

Pupil Premium funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

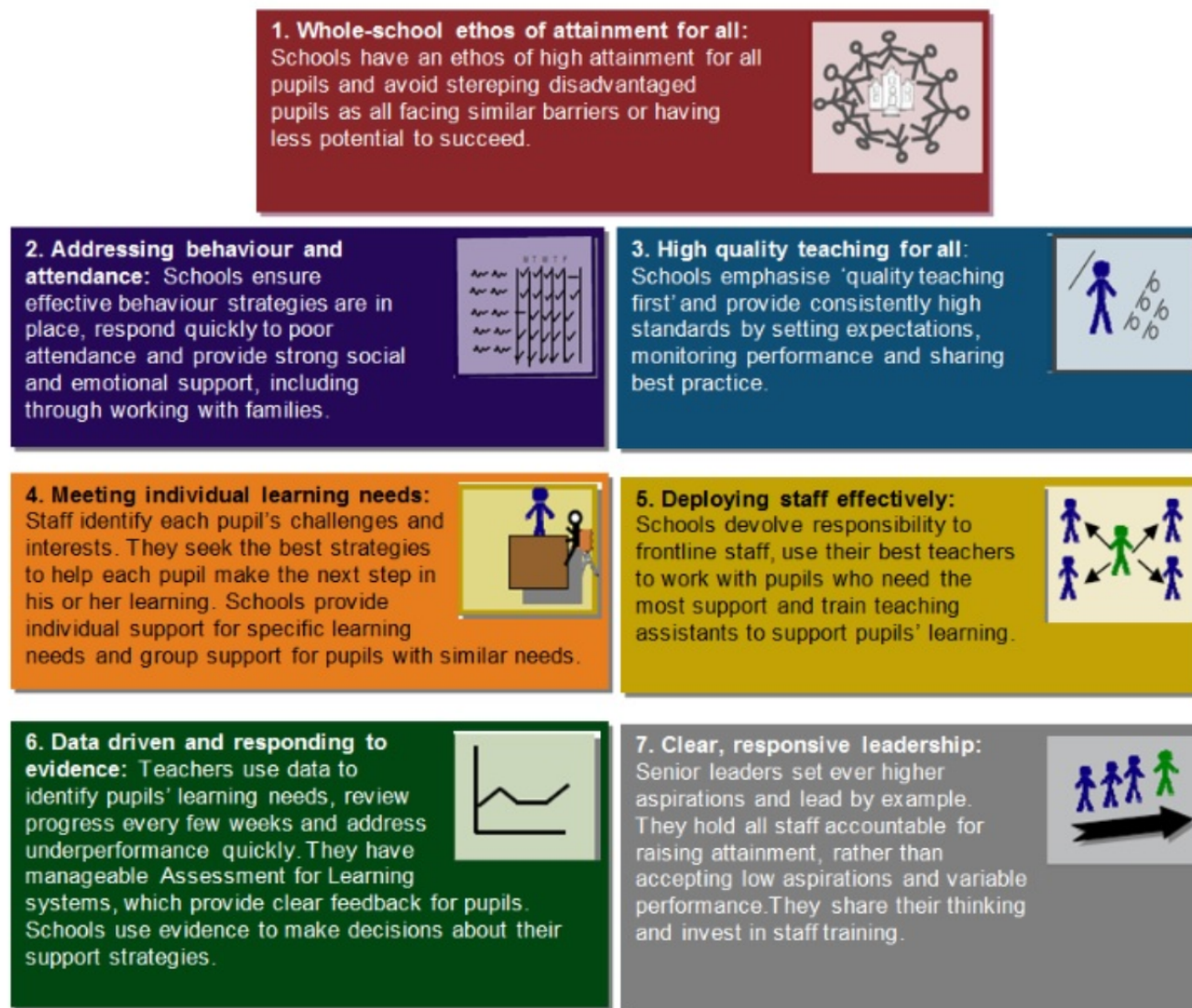
The government believes that it is for schools to decide how the Pupil Premium, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

## Rationale

The spending of pupil premium funding has been decided by external research such as the DfE study into effective use of Pupil Premium funding (Fig.1), the experience of staff as to what has worked well before and collaborations with other schools in order to ascertain where they have found success with the funding.

Figure 1 – What are the most effective ways to support disadvantaged pupils’ achievement, DfE Report (November, 2015)<sup>i</sup>

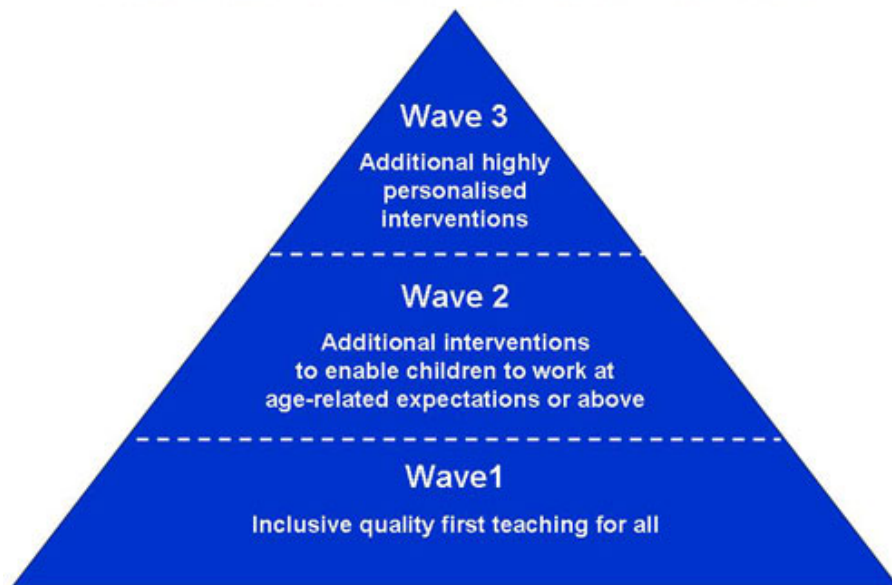


## Pupil Premium Wave Support Model

The funding received for pupils eligible for pupil premium will be utilised to develop teaching and learning in accordance with the Waves of Intervention Model (Fig. 2). The waves of intervention model describes how different levels of intervention can be understood and systematically implemented. While not all of the work required to develop teaching requires direct funding from the Pupil Premium allocation, it is important to highlight the wider work current being undertaken to improve progress and outcomes for our disadvantaged cohort.

Figure 2

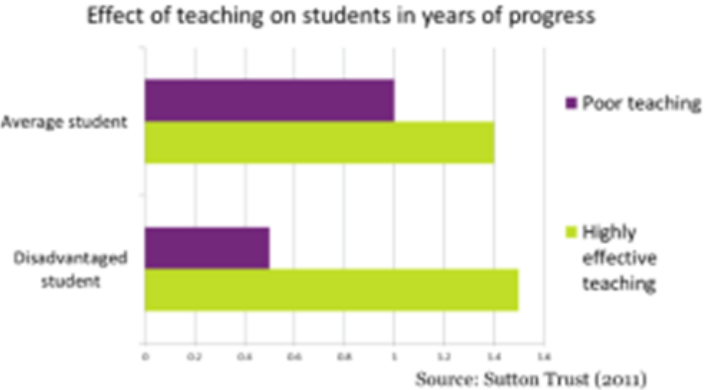
### Waves of Intervention Model



- Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Pupil Premium funding has and will primarily be used to improve the quality of this first teaching for all. The quality of first teaching is of particular importance to disadvantaged pupils as highlighted by the landmark Sutton Trust Research in 2011 (Fig.3)

Figure 3

### Why improve teaching?



Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions at SEA have included academic mentoring, incentive programmes, high ability programmes, literacy and numeracy interventions, parental engagement and extra-curricular opportunities.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This has included 1-1 support, work with teaching assistants and the provision for additional resources.

This approach to the strategic deployment of pupil premium funding will be supported by the EEF toolkit and evidence from previous in school interventions to guide the spending plan for the current academic year.

## Pupil Premium 2015-2016 Key Priorities

1. Close the whole school attainment gap.
2. Increase the whole school focus on disadvantaged students.
3. Increase the provision for disadvantaged students in order to remove barriers to learning.

### 1. Key Objective: Close the whole school attainment gap.

**Action:** Specialist one-to-one and small group tuition in English and mathematics for identified students in Key Stage 3 and Key Stage 4.

**Rationale:** Sutton document 'One-to-one tutoring+5 months moderate impact'

*'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'*

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.

**Success Criteria:** A reduction in the attainment gap of PP and non non PP students in year 11 when compared with the 2014 exam results.

| Dates                   | Person responsible | Monitoring and Evaluation   | Cost    |
|-------------------------|--------------------|---|---------|
| Sept 2015-<br>June 2016 | PDE                | <p>Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, progress coordinator data analysis.</p> <p>Lesson observation schedule of intervention lessons as part of performance management.</p> <p><b>Impact:</b> the attainment gap narrowed from 29% (2014 GCSE Results) to 19.9% (2015 GCSE Results). There was also a 4.1% increase in the number of disadvantaged students achieving 5 ACEM. The same comparative results showed the continuation of a narrow gap in English for expected progress (1.2%) and a 5% narrowing of the gap in maths for expected progress.</p> | £68,763 |

**Action:** Provision of two learning support assistants to provide individual pupils with extra help in classes.

|   |                                      |   |                               |
|---|--------------------------------------|---|-------------------------------|
| Across the school disadvantaged pupils were targeted for additional in class support. Rather than removing them from lessons, the strategy has been to help facilitate quality first teaching across the school.  |                                      |   |                               |
| <b>Rationale:</b> Quality first teaching has a disproportionate impact on disadvantaged students when compared with their peers (Sutton Trust 2011). Therefore it is essential that all barriers be removed through the initial provision of the teacher and subsequently the additional classroom support. |                                      |   |                               |
| <b>Success Criteria:</b> Narrow gaps in subjects across the school alongside improved performance of disadvantaged pupils.  |                                      |   |                               |
| <b>Dates</b><br>Sept 2015 – June 2016   | <b>Person responsible</b><br>PDE     | <b>Monitoring and Evaluation</b><br>Data analysis KS2 – first Y7 data entry. Data review points allowed for analysis of the gaps from first the teacher, then HoD, then cluster leader and finally, the headteacher.<br>Overall 9% reduction in 5ACEM indicates an improved picture across the school for disadvantaged students.   | <b>Cost</b><br><b>£32,778</b> |
| <b>2. Key Objective: Increase the whole school focus on disadvantaged students.</b>   |                                      |   |                               |
| <b>Action: Appointment of Pupil Premium Learning Champions – A member of staff for each year group targeting each cohort</b>  |                                      |   |                               |
| <b>Rationale:</b> Recommendations from the best practice guide from Ofsted suggest named members of SLT and key stakeholders to lead on provision for disadvantaged students.   |                                      |   |                               |
| <b>Success Criteria:</b> Narrowing gaps across each year group through the focussed work of the learning champions.   |                                      |   |                               |
| <b>Dates</b><br>Sept 2015-June 2016   | <b>Person responsible</b><br>PDE/LCs | <b>Monitoring and Evaluation</b><br>As reflected in the PP impact report, there was a significant improvement in the disadvantaged students Progress 8 score. Furthermore, the gap between this group and Others narrowed significantly. In addition, the same can be said for <u>all</u> other headline measures. This resulted from an increased focus through learning champions, teacher based data review processes, increased focus in learning walks and a targeted use of PP funding to support Wave 2 & 3 interventions. | <b>Cost</b><br><b>£12,658</b> |

### 3. Key Objective: Increase the provision for disadvantaged students in order to remove barriers to learning.

**Action:** Provision of learning resources to enhance and facilitate curriculum and enrichment activities, specifically targeted at disadvantaged students

**Rationale:** Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

**Success Criteria:** Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.

|   |  |  |                                      |
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| <p><b>Dates</b><br/>Sept 2015-June 2016</p> | <p><b>Person responsible</b><br/>PDE/LCs</p> | <p><b>Monitoring and Evaluation</b><br/>Barrier – students in KS4 can struggle to afford trips and revision books. These students have been provided with funding which supports them in this way. For example, all PP English students had their trip to see <i>Blood Brothers</i> at the Lowry Theatre funded. While the impact is difficult to quantify, the overall performance of the English department reflects a strong provision for this disadvantaged cohort.</p> | <p><b>Cost</b><br/><b>£1,913</b></p> |
|---|--|--|--------------------------------------|

**Action:** Funding to support specific needs including assistance with transport costs, school meals, enrichment activities and music tuition.

**Rationale:** Removing obstacles to students learning is aligned with our school mission and allows for disadvantaged students to access the same opportunities as their peers.

**Success Criteria:** Improved attendance for disadvantaged students and increased involvement in extracurricular activities.

|   |  |   |                                      |
|---|--|---|--------------------------------------|
| <p><b>Dates</b><br/>Sept 2015-June 2016</p> | <p><b>Person responsible</b><br/>PDE</p> | <p><b>Monitoring and Evaluation</b><br/>Barrier – a lack of resources at home affected the attendance of some students and so funding has been directed toward supporting these students with uniform and a bus pass.</p> | <p><b>Cost</b><br/><b>£7,478</b></p> |
|---|--|---|--------------------------------------|



|  |  |   |  |
|--|--|---|--|
|  |  | PP attendance of extended curriculum, activities, activities day support.<br>Support PP students in peripatetic lessons |  |
|--|--|---|--|

**Total proposed spend 2015/2016: £128,596**

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<sup>i</sup> <http://schoolsweek.co.uk/wp-content/uploads/2015/11/Disadvantaged-pupils-building-blocks.jpg>