

**THIS POLICY IS
CURRENTLY UNDER
REVIEW**



**PUPIL PREMIUM POLICY
and 2015-2016 Report**

| | | |
|-----------------------|-------------|----------------|
| Approved by Governors | March 2013 | Full Governors |
| Review Date | Autumn 2014 | Full Governors |
| Review Date | Spring 2016 | Full Governors |
| Review Date | | |

PUPIL PREMIUM POLICY

Principles

At George Pindar School, all members of staff and governors accept responsibility for all students and are committed to meeting their often diverse and changing pastoral, social and academic needs.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled, with our support, to develop to his/her full potential, irrespective of disadvantage.

Background

The Pupil Premium is a Government initiative that provides extra funding aimed at raising the attainment of disadvantaged pupils. . Research shows that disadvantaged pupils underachieve compared to their non-disadvantaged peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period (Ever 6). This fixed amount of money is expected to increase every year over the course of this current Parliament. For the year 2015/2016 the Pupil Premium per eligible pupil has a value of:-

£935 for Free School Meals (Ever 6) in secondary education
£300 for students whose parents are in the regular armed forces
£1900 for looked after students.

At GPS we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups as our target children to 'close the gap' regarding student achievement.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the Pupil Premium as they see fit' (DfE 2011).

The Government is, however, clear that schools will need to "*employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'*".

Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of students who receive the Pupil Premium compared with their peers.

In order to meet the above requirements, the Governing Body and Staff of George Pindar School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all students.

As part of the additional provision made for students who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged students, the Governors and staff of George Pindar School recognise that not all students who receive free school meals are socially disadvantaged.

The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate Pupil Premium funding to support any student or groups of students that the school has legitimately identified as being socially disadvantaged or vulnerable to under-achievement.

The range of provision:

- Facilitating students' access to education.
- Facilitating students' access to the curriculum
- Additional teaching and learning opportunities.
- Alternative support and intervention.
- Additional Support Staff for all the most vulnerable.

In particular support towards:

- Specialist staffing to support the development of Literacy and Numeracy.
- Small group literacy work.
- Staffing of one-to-one support where appropriate.
- The funding of enrichment activities and educational visits.
- The funding of specialist Literacy and Learning software.

- Specific Continued Professional Development for staff.
- The development of an after school 'Homnwork' Club.

Reporting

It will be the responsibility of the Headteacher and the Business Manager to produce a report for the Governing Body that will include:

- A summary of activities, interventions, their cost and their impact.
- The progress made towards closing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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 Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged students, in conjunction with the revised schools league tables.

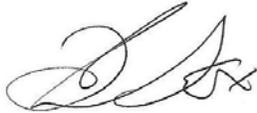
The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students. This task will be carried out within the requirements published by the Department for Education and published on the GPS website.

Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged students and their peers.

The key outcomes for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged and vulnerable children.
- For all socially disadvantaged and vulnerable children to meet their individual targets.
- The provision of effective support for parents and students, including at times of transition.
- Having a whole-school approach, where all colleagues take on the challenge and responsibility of ensuring that “Every child matters, every child a learner, every child known”.

A handwritten signature in black ink, appearing to be 'D. A.', written in a cursive style.

Signed:

Chair of Governors

Date: 23rd March 2016

GOVERNING BODY OF GPC

PUPIL PREMIUM REPORT 2015 – 2016

What is the Pupil Premium

The Pupil Premium is additional to main school funding designed to address the current underlying inequities between children eligible for free school meals (FSM) and those who are not eligible for the allowance by ensuring that funding to tackle disadvantages reaches the students who need it most.

Pupil Premium is an additional grant given to students who:

- i. Have been eligible for Free School Meals (FSM) at any time in the last 6 years £935
- ii. Looked after pupils £1900
- iii. Have parents/carers in the regular armed forces £300

How much additional funding has George Pindar School received

The total amount received for 2015-16 financial year is £281010.

How George Pindar has used the funding so far

At George Pindar School we have developed many robust information strategies over a number of years; all of which are designed to support each individual student to achieve their potential. We are proud that we have 'narrowed the gap' between different groups of students and fulfilled one of our core aims, "to raise standards for all students by sustaining and enhancing performance and to develop the able child".

Below is a list of strategies that we use to support students and the total cost of some of these strategies. The introduction strategies exceed by far the total amount we receive for Pupil Premium. The Pupil Premium is used to support all these strategies.

KS4 Curriculum Enrichment

- i. Revision sessions were held at regular intervals throughout the year for those students who had examinations. Sessions were provided within the

school day as well as evenings, weekends and during the school holidays.

- ii Year 11 Motivational Conference which promotes self-belief, confidence and effective examination preparation strategies.
- iii Revision materials were provided to all students including a stationery study pack, revision guides and workbooks, maths sets, dictionaries and thesauruses to support all students' preparations for the exams.

Total cost £11465.

KS3 Curriculum Enrichment

- i) After school club to provide a range of engagement activities for students to improve attendance and attitude to learning and transport.

Total cost £3230

Maths Intervention

We employ a full-time HLTA who works with the Mathematics Department whose remit is to work with individuals and small groups in Key Stage 4 who are likely to fall short of a C grade and in Key Stage 3 with students who are likely to fall short of making at least expected progress. We also employed a member of staff for specific one on one and small group intervention.

We also embedded additional responsibilities targeted sessions during tutor time and after school on a Wednesday evening.

Total cost £32043.

English Intervention

We employed a full-time ATA who worked with the English Department whose remit was to work with individuals and small groups in Key Stage 4 who are likely to fall short of a C grade and in Key Stage 3 with students who are likely to fall short of making at least expected progress.

We embedded additional English targeted sessions during tutor time and after school on a Tuesday evening.

Total cost £13943.

Science

Within Science we also employ a full-time HLTA whose remit is to work with students within KS3 and KS4 who are at risk of not making at least expected progress. These sessions were embedded into the school day and through focused tutor sessions.

Total cost £17894.

Pupil Premium Champions

These members of staff have been promoting best practice across the school in closing the achievement gap of pupil premium students. This has included projects that have improved reading ages, attendance and attitude to learning.

Total cost £5155.

vii. **One-2-One and Small Group Intervention**

Throughout 2015-16 as a school we organised a focused and bespoke programme of one-2-one and small group intervention. The sessions were embedded within the school day, after school and during the school holidays.

School CPD

i) Pupil Premium Review

The school engaged with a review to ensure best use of this valuable resource.

Total cost £2000

ii) The PiXL Club

The school is a member PiXL. PiXL has provided regular CPD, associate member to Leadership and a variety of resources across all subjects, including specific resources.

Total cost £3000

Personal Intervention Programme and Alternative Pathway courses

We continued to develop the provision of our Inclusion Base, to support a number of students, who demonstrated a disaffection with mainstream provision or exhibited barriers to accessing mainstream provision. The Inclusion Base employs an Inclusion Manager and TA support to work directly with these students as well as providing both on-site and off-site courses and learning materials. We also invested in EdLounge.

We supported this though allocating Pupil Premium funding for the provision of alternative and vocational courses at external providers. This was necessary to support the identified students' achievement rates as a minority of students were unable to make sufficient progress in traditional mainstream GCSEs in mainstream education.

Total cost £60049.

Pastoral Care

We targeted additional resources to support identified students who exhibited barriers to attendance and positive behaviours. These resources include:

i. School Based Counsellors

Our school-based Counsellors is a valuable resource who support a number of our most vulnerable students in removing the barriers to accessing mainstream education.

Total cost £5281.

- ii. **Home School Liaison Officer/Education Support Worker**
Our Home School Liaison Officer and Educational Support Worker are valuable resources that work with a number of our most vulnerable families in removing the barriers to accessing mainstream education.

Total cost £43167

- iii. **Breakfast Club**
The Breakfast Club is open on a morning daily to provide a healthy breakfast and positive social time for a number of students.

Total cost £3775

- iv. **Absence Intervention**
Our door knocking team visit families where there are attendance concerns in order to support them in developing more positive habits and values.

Total cost £4394.

Learning Mentors

The Learning Mentors who support students both academically and pastorally, have developed a number of initiatives and have worked with students in a variety of ways, including:

- i. Mentoring Students
Mentoring students on a 1 -1 basis to support the development of their organisational skills, confidence and to support them in removing barriers to education, in order to improve behaviour and attendance of identified students.
- ii. In class support
LMs have provided in class support in order to assist students in accessing provision and making at least expected progress. The majority of this has been within Literacy, Numeracy, Maths and English lessons, but has also included a number of the foundation subjects where students have required support leading up to external examinations.
- iii. Study and support

Learning Mentors have organised a Homework Club for KS3 students, running after school on two evenings where a meal is provided. This is

open to all students; however, where students have been identified as having a specific need these students are required to attend.

Learning Mentors have also worked with KS4 students to ensure that they are aware of study support sessions and extra intervention sessions that are provided and where required ensure that the students who have been identified as requiring the additional support attend.

Total cost £75000

PUPIL PREMIUM IMPACT REPORT 2016

Overall Attainment and Achievement

5 A*-C including English and Maths

- PP students perform positively with the in school gap sitting at 13% which demonstrates a positive three year trend. In school gap in year 2015 was 21% and in 2014 was 28%.

A*-C in English and Maths (Basics)

- The basics for PP students was 44% compared to 63% for non PP. This makes the in school gap 19%. In 2015 the in school gap was 15% and in 2014 the in school gap was 25%.

Progress 8

- Progress 8 for PP students was -0.62 compared to +0.06 for non PP. This makes the in school gap 0.68.

Attainment 8

- Attainment 8 for PP students was 3.87 compared to 4.76 for non PP. This makes the in school gap 0.89.

Ebacc Entered

- Ebacc Entered for PP students was 29% compared to 45% for non PP. This makes the in school gap 16%. In 2015 the in school gap was 34% and in 2014 the in school gap was 25%.

Ebacc Achieved

- Ebacc Achieved for PP students was 13% compared to 16% for non PP. This makes the in school gap 3%. In 2015 the in school gap was 19% and in 2014 the in school gap was 17%.

This Impact Report will be updated once National Values are available.

This report is under review following recent DFE guidance.