



PUPIL PREMIUM POLICY

and 2014-2015 Report including Impact Statement

Approved by Governors	March 2013	Full Governors
Reviewed Date	Autumn 2014	Full Governors
Reviewed Date	March 2016	Full Governors
Review Date	Autumn 2016	

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 'Homework' 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".



Signed:

Chair of Governors

Date: 23 March 2016

GOVERNING BODY OF GPS

PUPIL PREMIUM REPORT 2014 - 2015

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 2014-15 financial year is £282838.

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.

Curriculum Support

- i. **Revision sessions**
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.

The school engaged with external provider Pet-xi to support aspects of Maths which included an intensive 2 day session during February half-term.

The additional support and materials cost £23,500

ii. **Revision Materials**

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.

These additional materials cost £1,000 .

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

The employment of these staff targeted revision sessions and additional resources has cost £25,400

iv. **English Intervention**

We employ a full time HLTA who works with the English Department whose remit is to work with individuals and small groups in Key Stage 3 who are likely to fall short of making expected progress.

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

The employment of these staff, targeted revision sessions and additional resources has cost £26,000

v. **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.

Employing this member of staff and additional resources has cost £22,000

vi. **Literacy**

Throughout 2014-15 we implemented target reading support for those students who were below their chronological reading age. We purchased specific reading materials to enhance our reading support. Alongside this we have enhanced the books available in our Library. In addition we have also purchased the following package to support the development of our students' literacy levels:

- Accelerated reader – this pack has been purchased to encourage the development of positive reading habits amongst some of our lower level readers, through providing level appropriate reading materials and adding an element of positive competition.

Cost £2,275

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

Throughout 2014-15 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.

The employment of these staff and additional resources has cost £31,617

viii. **The PiXL Club**

The school became members of the PiXL Club this year, in order to support the progress of students across all subjects. The PiXL Club has provided regular CPD, associate member to Leadership and a variety of resources across all subjects, including specific resources.

Total cost £4,130

ix. **Literacy and Numeracy - Curriculum**

The School has committed to ensuring the curriculum meets the needs of all of our students, through providing bespoke pathways for all learners. Those who require greater support in Literacy and numeracy receive

➤ **Key Stage 3**

For those students who join the school with the greatest level of need have access to our support pathway which provides significant extra time to develop Literacy and Numeracy skills.

For students who do not require this level of support but still require the time to develop this skill curriculum time equivalent to two teaching periods has been allocated to Literacy and Numeracy to provide this support.

➤ **Key Stage 4**

For those students who still require a high level of support on entry to Key Stage 4 our support pathway continues in order to provide the time required to ensure these students are supported in achieving within their external examinations.

For these students who still require support in Literacy & Numeracy on entry to Key Stage 4 for extra time has been allocated to those equivalent to one extra Option block, in order to ensure these students make at least expected progress in English and Maths.

The cost of these sessions and the additional resources was £39,000

x. **Pupil Premium Champion**

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 £3,600

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 supported this through 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.

The employment of staff, offsite education provision and additional resources for the Inclusion Base has cost £40,000

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.

Cost of employment £4,000

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.

Cost of employment £23,240

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.

Cost of employment £1,000

iv. **Door Knocking**

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

The cost of this is - £5,600

Enrichment activities and rewards

- i. We targeted Pupil Premium funding towards a range of educational activities, to support students' engagement with the wider school life.
- ii. We funded rewards ceremonies and celebration events for students in a number of areas for students who improved effort, made progress within subjects or improved their behaviour or attendance.
- iii. Year 11 Motivational Conference which promotes self-belief, confidence and effective examination preparation strategies.

Cost £12,000

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.

The cost of these members of staff and providing the extra resources £21,500

Parental Engagement

- i. Throughout the school year we run a variety of parental engagement activities aimed at supporting parents and ensuring that we have a positive relationship. These events are used to discuss students progress, behaviour and attendance with the overall aim of developing a more cohesive relationship between the school and home. This is done to remove any barrier that there may be to student progress, behaviour or attendance.

The cost of organising and running these events £1,500

PUPIL PREMIUM IMPACT REPORT 2015

Overall Achievement

Student Attainment

- When considering students achieving 5 A*-C including English and Maths, PP students perform positively with the gap sitting at 21% which is below the national average of 27%.

Capped Points Score

- The in school gap between PP and non-PP regarding points score is positive being 57.2 compared to the national of 66.7. Overall Capped Points Score needs to improve in line with national though.

Value Added

- With regards value added, the PP students of the school achieved 967.73 which is just below the national average of 975.9. The in school gap is 38.1 compared to the national gap of 32.9

Overall Achievement Trend

- The three year trend for overall attainment gap within the school over the last three years is as follows; 13% in 2013, 28% in 2014 and 21% in 2015.
- The value added measure is an area for improvement as both groups perform slightly below the national average for their peers.

English

Progress

- When compared to peers expected progress is positive with 90% achieving 3 levels of progress compared to the national average of 57% and being rated as significantly positive.
- The gap between PP and non-PP is again positive with the in school gap being minus 1% compared to the national gap of 17%, against both groups achieving levels of progress significantly beyond those of their peers nationally.
- Levels of good progress for higher ability PP students is an area for improvement where there is need for those students to achieve higher grades.

English Trend

- The three year trend for students achieving expected progress in English has been improving. The gap was 16% in 2013, 14% in 2014 and minus 1% in 2015.
- Good progress has also been improving. In 2014 the gap was 12% and in 2015 it was 7%.

Maths

Progress

- The gap within Maths is positive as the gap between PP students and non-PP students making expected progress was 14% compared to a national gap of 23%.
- When compared to their peers the expected progress in maths of PP students is 43% compared to the national of 49%.
- The progress of students who entered the school on a L5 could be stronger with regards expected progress. All ability groups could have performed better with regards good progress.

Trends in Maths

- The three year trend for students achieving expected progress has been variable as the gap grew significantly in 2012, however this was rectified in 2013 with the gap reducing by over half to 10% from 22%.
- The three year trend for students achieving expected progress in Maths has been variable. The gap was 16% in 2013, 25% in 2014 and 16% in 2015.

Attainment of Other Year Groups

Year 10

- Year 10 are currently performing positively regarding closing the gap, the gap in overall attainment is predicted again to be significantly below the national average point at 18%

English

- English are predicting positive results regarding closing the gap, with the gap in expected progress being 13% which is below national.

Maths

- Maths are predicting positive results regarding closing the gap, with the gap in expected progress being 12% which is below national.

Key Stage 3

- Across Key Stage 3 the performance of PP students when compared to their peers is positive with the gap being between 3% and 15%. The key area for improvement is the number of PP students achieving expected progress across both English and Maths.

Signed:



Chair of Governors

Date: 23 March 2016

GOVERNING BODY OF GPS