

Pupil Premium Report 2017 2018

The government provides additional funding in the form of [Pupil Premium](#) to publicly funded schools in England to raise the attainment of potentially disadvantaged pupils and close the gap between them and their peers.

Our school allocation is based on the following factors

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

In addition to this there is a sum of £300 per service child – Service Pupil Premium is used to support pastorally.

In our 2017/18 budget that was set in June we projected that we would receive £386,00 in our budget however due the expansion of the school and changes in the demographic we in fact received a confirmed allocation of £453,000.

The adjustment of the final amount actually received happens following Easter. Our ability to accurately predict the PP grant has been challenging each year as our financial year and the PP year are different. We also have to contend with the shifting nature of the school demographic where percentage of PP has increased each year alongside the challenge of expansion of the school meaning we have more students in receipt of PP. We have felt that, with being a new school and having only small reserves that it would be unhelpful to estimate the increase until we are sure of the figures at January Census and with our budget being tight there are some potential challenges around cash flow. On opening we had 25% PP and last year it was 48%. As of October 2018 we have 45% PP students in the school.

For 2018/19 we have predicted £500,000 as our budget. This will be adjusted based on any changes in accordance with the January Census.

We use the funding to make **additional** improvements to target the quality of learning we offer for this group. This is in line with our approach to Catch Up Premium where we have used tracking of pupil progress to

target resource. This report gives a reflection on the impact of our current provision on learners and reviews the spend for 2017/18. This data informed our plans for 2018/19. We have used our professional judgement and the [Education Endowment Fund Toolkit](#) to support our ideas. These developments are reflected in our School Learning Plan. This report is going to be reviewed by the governing body on 6th November 2018 as governors hold school leaders to account over this.

We are required to publish details of how we spend this funding as well as on the impact it had.

How did we use Pupil Premium?

The money was utilised in a variety of ways with the intention to improve standards for this cohort and close any attainment gap for students. We target resources based on data. This approach is consistent with our focus for students in receipt of Catch Up Funding. There are a number of factors that can impact on learning including attendance, motivation, life experiences, gaps in learning, quality teaching, specific interventions and one to one teaching. During the year we focused on a number of overarching areas which complement the above factors including:

- With PP percentage being high we have added additional staffing to support needs. For example, we have more than half of our students in receipt of PP in a number of Year Groups.
- The embedding of tracking systems, showing student progress, into our planning and improvement of the school. This will continue over the next 12 months with an emphasis on working more closely with parents
- Continuation of ICT access, curriculum access, trips and residentials, PE Kit and Uniform, texts, revision □guides etc.
- Staff being able to access PP funds through a process where they make requests to access funds for targeted activity e.g. Mountain Biking Club and visit to Theatre Royal to watch Shakespeare linked to GCSE text
- For several students the use of PP supported access to alternative provision and the development of our Additional □Assessment Process off site provision in the summer term (AAP based off site and accessing the support of an Educational □Psychologist, SENCo, Educational Psychology Assistant and other specialists)
- Progress meetings being included in the Termly improvement cycle. This will be further developed in 2018/19
- Increase expectations around quality and completion of Home Learning re: Years 5 to 10
- Oracy - The development of our work around Speaking and Listening, including the use of speaking frames □and a no hands up approach in the school. This is supported by Teaching School Programme, Work with □School 21, Nationally evidenced research.

- Ensuring that planning details focus on PP students who are not closing the gap
- Ensuring consistency and quality of feedback in line with school policy
- Targeted interventions for Year 6
- Improving attendance figures for students with Pupil Premium, including use of after school support, Saturday School and access to the curriculum through new staff role
- Improving quality of Maths provision, new team of staff from January

The table below provides a summary of the impact of the additional resource on this group of students. Where this refers to Year groups outside of Reception, Year 1 phonics and Year 6 English and Maths this references our own assessment system which links to predictions rather than actual outcomes relating to National Benchmarks :

	Impact
Phase 1	<p>PP cohort size was small in this part of the school in Reception and Year 2, and so individual children can have a greater level of impact.</p> <p>There was a cohort over 20, which is statistically sound, in Year 1 and these 25 PP students made progress in line with National Expectations for English and Maths. The Phonics assessment however was below the national norm for this group.</p> <p>In EYFS the PP cohort, of 17, was in line with National Expectations.</p> <p>In Year 2 children with PP were broadly in line with National Expectations for Greater Depth in Maths, Writing and Maths, but below for meeting the expected standard in Maths, Writing and Reading.</p>

<p>Phase 2</p>	<p>PP cohort size was over 20 in all year groups, except for Year 3 where there were only 14 students in receipt of PP.</p> <p>In Maths in Year 3 and 6 the percentage of PP students who were below NE is higher than expected. In Years 4 and 5 the PP students were in line with NE.</p> <p>In Reading in Year 6 PP students were broadly in line with National attainment. Progress looks good in Years 3 to 5 in this area.</p> <p>In Writing in Year 6 PP students were below national expectations. Progress is varied across Years 3 to 5 in this area and needs to be further targeted building from the implementation of CLPE approach to support English.</p>
<p>Phase 3</p>	<p>PP cohort was high in Year 7 (87 students) and Year 8 (59 students)</p> <p>The gap between PP and non PP students is not large in Phase 3. We do want to improve the rates of progress in English and Maths across the board to ensure that outcomes in Phase 4 are strong.</p>
<p>Phase 4</p>	<p>PP cohort in Year 9 was 49 students and 65 in Year 10</p> <p>The gap in English between PP and non PP students is large in English and negligible in Maths. Progress however is good compared to National in both these areas.</p> <p>This links in 2018/19 with the importance of literacy development, oracy and vocabulary which are priorities for the school.</p> <p>Teachers look at the differences in each subject but the cohort size can often be below 20.</p> <p>The students where there are more significant issues regarding progress are meeting regularly with leaders and parents in Year 10. There are often multiple barriers to learning including more than 10% of this Year with an EHCP. (2.4% nationally)</p>

In Summary the use of pupil premium meant that our approach was inconsistent and the gap was closed in some areas but widened in others.

The following section looks at how we consolidate from what's working and address what's missing.

Next Steps – 2017 / 18

We will improve progress for PP students and achieve increased quality of outcomes through:

- Embedding our approach, highlighted in the bullet points above, over the next year.
- More fully involving parents in this process
- Ensuring that assessment processes are embedded into teacher planning and student learning
- Development of 1 to 1 technology

Budget 2018 / 19

Our Predicted budget for 2018/19 is £500,000.

Focus Area	Allocated Figure
Targeting staff to support need linked to bullet points above	£360,000
Trips / Visits / Residential Experience / wider experience and Clubs	£30,000
Resources	£10,000
Bids from departments	£30,000
ICT equipment / internet	£50,000

Uniform and PE kit including Shoes	£5,000
Saturday School and After School Learning Support HLTA	£15,000
Total	£500,000