



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 8 - Pupil Premium

This policy was last reviewed by Governors on 16th March 2016.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Assistant Headteacher (Curriculum Review). It will next be reviewed in October 2016.

Introduction

Since the Pupil Premium Grant was introduced by the Department for Education in the last Parliament, the school has the responsibility for deciding how best to use this funding for the benefit of those pupils designated as Disadvantaged, as measured by receiving Free School Meals in any of the last 6 years, for example. Separate, related funds are also made available for use in a way which benefits Looked After Children, as decided at an annual review meeting held to allocate these.

In 2015/16 £935 is allocated per year for each child who has ever been identified as being disadvantaged. If the child is adopted or in foster care, the 'premium' rises to £1900 per year. We currently have 122 Disadvantaged Pupils on roll across years 7-13; this should bring in £110,660.

Breakdown of Pupil Premium pupils by year groups 2015-2016:

Year group	No.	Year group	No.
Year 7	20	Year 10	18
Year 8	33	Year 11	20
Year 9	28	Year 12	6
		Year 13	4

Rationale

To narrow the attainment gap between Disadvantaged children (LAC and FSM pupils) and other pupils by using the funding designated for this purpose appropriately and effectively. Archbishop Tenison's School is committed to educating all pupils at the highest possible standard, regardless of their academic or social background. As a church school we strive to offer Disadvantaged pupils the same, or even better, life chances as their peers. We endeavour to devote the appropriate strategies and educational interventions to enable them to fulfil their academic and emotional potential during their time at this school.

The funds are intended by the Government to allow schools, and other providers, the funds to close the gap in terms of academic attainment and learning progress.

- **Looked After Children (LAC)** - Pupils who have been in care for 6 months or more are eligible for Pupil Premium. The Pupil Premium is intended to enable the school to meet the child's needs in school and can be spent on learning resources, additional teaching/learning support, intervention programme etc. Pupil Premium spending should be used to meet targets outlined in the child's Personal Education Plan (PEP) and be directed to the individual pupil. The relevant Head of Year chairs the annual meeting with parents/carers and any other professionals which allocates the Pupil Premium for Looked After Children.
- **Pupils on Free School Meals (FSM)** are eligible to Pupil Premium, but there is greater leeway in how the money may be spent. Any spending should benefit FSM pupils, but other pupils may also be helped at the same time. The Assistant Headteacher (Curriculum Review), guided by the SEN Curriculum Leader and the Manager of Learning Support form the core of

a PPG Team of staff who advise the Headteacher and School Business and Development Manager on the school's strategy for spending this form of Pupil Premium Grant.

Responsibilities

- Governors set this policy, review it annually and monitor the impact of the use of this funding in improving the work of the school with these young people and the effect of any interventions of their learning and outcomes.
- The Headteacher oversees the effective implementation of this policy within the school and is responsible (with the School Business and Development Manager) for ensuring that the money is well spent and fully used within the budget provided.
- The Deputy Headteacher reports to the Governors on the progress and outcomes of Disadvantaged Pupils as part of his/her general reports related to school progress and exam data; he/she also keeps these pupils at the forefront of the minds of teaching staff, as they reflect on the past success and current progress of their pupils.
- The School Business and Development Manager oversees the receipt and use of the Pupil Premium Grant by the school; he/she also ensures that the correct amount of money is received in each new financial year and that this is not overspent.
- The Assistant Headteacher (Curriculum Review) checks that the correct processes are being followed for identifying which pupils are eligible for the Pupil Premium Grant and advises the Governors, Headteacher and School Business and Development Manager on the allocation of the money received and the success of the use to which it is put. She also chairs the PPG team of staff which monitors the progress of Disadvantaged Pupils in the school and suggests how PPG funding could be best used to support them in the future.
- All Heads of Department track the progress of Disadvantaged Pupils in their subjects.
- All Heads of Year follow the progress of Disadvantaged Pupils in their year group(s) and are also specifically responsible for the use of PPG funding for Looked After Children.

Principles

The PPG (Pupil Premium Grant) is spent in two ways at Archbishop Tenison's:

1. through strategic decisions about staffing and curriculum (e.g. the decision to add an extra Maths group in Year 10 or to provide study support instead of a pupil taking French GCSE);
2. on an individual pupil basis (e.g. providing 1-to-1 tuition or purchasing ICT equipment).

Some of the most common types of individual interventions include:

- One-to-One Tuition - primarily (but not exclusively) for Years 7 & 8: literacy and/or numeracy programmes running for 6-10 weeks
 - Learning Support department to identify pupils
 - English and Maths departments to identify the areas for learning focus
 - The teacher responsible for One-to-One tuition to organise tutors etc. and be responsible for monitoring the impact (progress made by pupils)
 - Money to be spent on tutor time, administration costs, teaching materials
- Social Skills Programmes - primarily for Years 7 & 8: Social Skills programmes are run by SEN Specialist teachers, Head of Year, Learning Support Manager and LSAs.
- Mentoring programmes.

- Transition Room Support - some pupils may need to be withdrawn from the normal school curriculum for part or whole of a week at certain stages of their educational career: Pupil Premium may be used to cover some of the extra costs this involves.
- Learning Resources – there is a wide range of materials on which money could be spent:
 - Laptop/notebook computers and associated software
 - Stationery materials
 - Revision guides
 - Specialist equipment e.g. sporting equipment relating to the PE curriculum
- Other Expenditure – the Pupil Premium can be used to cover the costs of educational visits and other extra-curricular work, including instrumental lessons.

A recent Staff Development Day on the effectiveness of interventions referred to advice from the *Sutton Trust* (<http://www.suttontrust.com/>) as well as the *Education Endowment Foundation* (<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>) on ways to improve academic success and social mobility. This has benefits for our PP pupils as good teaching and learning affects all pupils, not just disadvantaged ones.

Review, Monitoring and Evaluation

Impact Assessment - The Senior Leadership Team and the Governors of the school monitor the impact of PPG funding through a range of methods:

- Data on academic progress / learning scores (in Progress Checks) / exam performance.
- Qualitative reports based on interviews and case studies with pupils / staff / parents/carers.
- Reports by HODs on the progress of PP pupils in their subjects / impact of interventions.
- Questionnaires completed by pupils.

A full report is compiled annually for the Governors' Ethos and Pastoral Care Committee on the previous year's progress and to inform discussion about targets for the year ahead.

Key Questions - We established at the Governors' review in 2014/15 that we would follow the advice of John Dunford, former General Secretary of ASCL, the Government's Pupil Premium Champion. He lists five questions all governing bodies, senior leadership teams and teachers should be asking:

1. Do we know where the attainment gaps are in our school?

Yes. We have detailed progress data on levels of progress – see attached example for the current Year 11 pupils. A range of data summary sheets for all year groups are used by the SLT and Heads of Year to inform curriculum reviews and interventions.

2. Do we all know who our Pupil Premium pupils are? Have we accessed the Key to Success website? <https://www.keytosuccess.education.gov.uk/schools/>

Yes. We have a much better knowledge of PP pupils although we still have to ask parents and carers to supply us with the information. Note – there is a much lower number of PP in Year 7 (13) than in Year 8 (33) and we are currently writing to all Year 7 parents and carers to see if we have missed any through our normal admissions process.

3. Have we accessed the evidence of what works to accelerate Disadvantaged Pupil progress?

Yes. See the EEF teaching toolkit at <http://educationendowmentfoundation.org.uk/toolkit/> Through staff development day, staff performance targets and work with the SEN team.

4. How are we planning and targeting our activities for Pupil Premium pupils?

See <http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools> **Working towards** – for example, we are targeting Maths in Year 11 and looking at

developing meta-cognitive programmes that can support a range of pupils, including Disadvantaged Pupils.

5. How do we know our activities are having an impact? What evidence are we gathering to share with Ofsted? See <http://educationendowmentfoundation.org.uk/library/diy-evaluation-guide> **Working towards** – this document forms a starting point, but we aim to develop more qualitative evidence in order to support the comprehensive statistical data that we currently capture. We currently have summary documents for all of our Looked After Children (LAC means they are currently fostered or accommodated in another way by the local authority; adopted children do not come into this category), see attached example. We currently have 5 LAC. As well as this, we also have a Summary of SEN Provision documents for our Special Educational Needs pupils, see attached example. Overall, we are now in a much better place to answer these questions than previously, but have to do more work on the impact on interventions.

The aim for this academic year - *we have set a figure of 60% of Disadvantaged Pupils to achieve 5A*-C for the current Year 11 group.*