



What is the Pupil Premium?

The Pupil Premium¹ was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals in both mainstream and non-mainstream settings, and children who had been looked after continuously for more than six months. It is based on January school census figures for pupils registered as eligible for free school meals in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns.

Schools are free to spend the Pupil Premium as they see fit. However they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. We expect that measures will be included in the performance tables that will capture the achievement of those pupils covered by the Pupil Premium. From September 2012, the government has required schools to publish online information about how they have used the Premium.

The level of the premium set for 2011–12 was **£488 per pupil** for pupils eligible for free school meals and for pupils in care who had been continuously looked after for six months. It increased to **£600 per pupil** for 2012–13. Eligibility for the Pupil Premium since 2012–13 has also been extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure or Ever 6 FSM). The current rate of funding for the year 2016-2017 is **£935 per pupil**.

How much Pupil Premium has the school received?

For the financial year April 2015 to March 2016, the school has received funding through Pupil Premium of **£139,315**. This figure was based on pupils at the school either claiming free school meals on the date of the 2015 January census or those who had been eligible under the Ever 6 FSM category, as follows:

Year 7	Year 8	Year 9	Year 10	Year 11	Total
30	35	34	21	29	149

How have we used the Pupil Premium?

The table below lists the different strategies which have been used in school to support students. The scope and range of activity is wide and reflects those approaches identified by The Sutton Trust² as being those most effective in achieving gains in pupils' learning. Not every pupil who is eligible for Pupil Premium has taken part in each activity, and those that have are not restricted to those of low income or vulnerability.

Support for...	Approximate Deployment of Pupil Premium
<ul style="list-style-type: none"> • 1:1 tuition during and after school hours. • Key worker Teaching Assistant support • Teaching Assistant support in class • Mentoring (Pastoral and Academic) 	£20000 (~22%)
<ul style="list-style-type: none"> • Early intervention programmes 	£10000 (~11%)
<ul style="list-style-type: none"> • College courses • Careers Advice 	£16000 (~18%)
<ul style="list-style-type: none"> • Transition project for pupils entering Y7 in September Summer School for pupils entering Y7 in September 	£4000 (~5%)
<ul style="list-style-type: none"> • Strengthening Families Programme • Home-School Link Worker 	£2000 (~2%)
<ul style="list-style-type: none"> • Supporting payments for school trips • Ingredients for courses in Home Economics and PSE 	£4000 (~4%)
<ul style="list-style-type: none"> • Revision guides, subscriptions and materials 	£3000 (~3%)
<ul style="list-style-type: none"> • Literacy programmes in Y7 and Y8 • Numeracy programmes in Y7 and Y8 	£15000 (~17%)
<ul style="list-style-type: none"> • Targeted skills based and/or social, emotional, behavioural support 	£8000 (~9%)
<ul style="list-style-type: none"> • Targeted clubs and activities • Breakfast club • Homework club 	£6000 (~7%)

Outcomes.

As a school, we track the performance of all pupils very carefully and continue to use indicators such as eligibility for Pupil Premium (in the same way that we do for SEN, ethnicity, EAL, etc) to identify the performance of groups of pupils against their peer groups and to address the agenda of Narrowing the Gaps. The longer that tracking continues for pupils, the more secure the judgement that can be made with regard to progress. Subject leaders and teachers alike keep the school aware of any performance gaps apparent from the internal assessments and reported attainments, and deploy strategies to respond to these. 19 Students in the GCSE cohort taking exams in June 2016 were listed as disadvantaged, representing 8% of the year group.

- The percentage of grades at A* to C achieved across **all GCSE subjects** for FSM6 students in 2016 was 57%. This compares with 75% for all students.
- The percentage of grades at A* to C achieved in **GCSE English** for FSM6 students (including SEN) in 2016 was 47%. For FSM6 students excluding SEN this was 50%. These compare with 72% for all students. Relative to the 3 year mean gap, the attainment gap had decreased by several percentage points for FSM6.
- Similarly, measures of **progress** of FSM students from Key Stage 2 to 4 are tending towards that of all students. In 2016 the difference in number of students making the expected progress in English from Key Stage 2 to 4 between FSM6 students and others represented similar improvement. Maths and Science GCSE outcomes for FSM6 pupils showed similar improvements.
- The percentage of grades at A* to C achieved in **GCSE Maths** for FSM6 students (including SEN) in 2016 was 60%. For FSM6 students excluding SEN this was 68%. These compare with 82% for all students.
- The percentage of grades at A* to C achieved in **GCSE Science** for FSM6 students (including SEN) in 2016 was 60%. For FSM6 students excluding SEN this was 68%. These compare with 75% for all students.
- For **current Year 11 pupils**, attainment expectations for GCSE in 2017 show a similar pattern to the previous cohorts and continue the trend for improvement over 3 years. For each of the performance measures (Percentage A* to C, Attainment relative to Target, Progress KS2-4) FSM6 students are closing the gap on others in the year.
- Several Y11 students in 2015 and 2016 showed a very high use of the school's inclusion facilities where their GCSE work was supported by Teaching Assistants and SEN staff. Each of these students successfully completed GCSE courses such that they attended the final exams, completed coursework and achieved pass grades where they were in danger of dropping out. On eventually leaving the school, pupils expressed their great gratitude to the school, and in particular to those staff and facilities that supported them through very challenging times. Several other disadvantaged students, accessing the more traditional classroom teaching, and indeed taking 9 or more GCSEs, achieved very strong GCSE results and enrolled into the Sixth Form to take AS courses.

How will we deploy Pupil Premium Funding during 2016-2017?

The Pupil Premium will be deployed over the academic year 2016-2017 in a similar way to the previous year. In addition, Heads of Department now have access to a fund, additional to their annual department budget, which invites bids to support projects within their department specifically targeted at those with greater need at a curriculum level. This will include FSM/LAC pupils. £20,000 is nominally set aside to support this fund. Additionally, we have set up provision for extra maths tuition in small groups, with an experienced teacher for students identified within the school's tracking processes as being able to benefit from targeted support. £10,000 is nominally set aside to support this tuition. Not every pupil who is eligible for Pupil Premium will take part in each activity, and those that will are not restricted to those of low income or vulnerability.

References:

1. "Pupil Premium :How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils" OFSTED September 2012 Reference no: 120197
2. Toolkit of strategies to improve learning, The Sutton Trust, 2011;
www.suttontrust.com/research/toolkit-of-strategies-to-improve-learning/.