



Pupil Premium 2017-18

SWRA

David

Introduction

Rationale and Key Questions

What is the Pupil Premium?

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after by the local authority for at least one day. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

What is level of the Pupil Premium per pupil?

2017-2018 funding is allocated at £935 for any child **currently** in receipt of free school meals and £300 for Service Children. The definition of disadvantaged pupils was amended in 2012-2013 to include pupils that have been recorded as eligible for free school meals (FSM) at any point in the last six years (Ever 6 FSM). Pupils in care (Looked After Children) receive £1900 and the definition has been broadened to include those who:

- have been looked after for 1 day or more
- were adopted from care on or after 30 December 2005 left care under:
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991

How much has the overall Pupil Premium funding increased since it was introduced?

Total funding through the Pupil Premium has been retained from last year and is expected to be around £2.5 billion this academic year.

What is the aim or purpose of the Premium for service children? Is it to improve their progress and attainment?

In the main, service children achieve very well at school. However, schools have reported that there are additional needs relating to service children's emotional and social well-being. In the past, extra support often had to be accommodated from within their existing budgets. Schools will be able to use the Service Premium to fund this additional pastoral care, if they feel that is appropriate

How are schools accountable for how they use the Pupil Premium?

Head teachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After pupils and close the attainment gap between them and their peers. The Department does not want to micro-manage schools, but it does expect them to use the Pupil Premium appropriately and to be accountable for the decisions they make.

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the new reports for parents that schools now have to publish online

What is the current state of play in regards to FSM take up nationally and within the county?

Recent research published by LCC shows that nationally 'approximately 14% of pupils entitled to FSM are not claiming them. Around 1.4 million (21%) of children aged 4-15 in England are entitled to receive FSM but only 1.2 million (18%) of 4-15 year old pupils in maintained schools are registered to claim them. This suggests that c.200,000 pupils (or 3% of all pupils aged 4-15) appear to be entitled but are not claiming FSM.'

'At Local Authority (LA) level, under-registration rates range between 0% and 33%. Lincolnshire is estimated to be towards the top end of the range at 27%. Most LAs have between 10% and 20% of entitled pupils not claiming. There are 6 LA's with more than 30% and 16 that apparently have zero under-registration. These figures are derived by comparing HMRC data disaggregated at local level, to data from the schools census. It appears that LAs with a lower proportion of entitled pupils have, on average, lower registration rates.'

How should schools encourage parents to register their child's eligibility for free school meals (FSM)?

There are a number of practices schools can adopt to encourage parents to register their children. In particular, schools should consider letting parents know:

- that registering their child as eligible for FSM will bring more money to the school to help their child achieve;
- what the school will spend the Pupil Premium on, so they are encouraged to apply;
- what, if any, other benefits may be available for children registered as eligible for FSM, i.e. help with the cost of music lessons or school trips;

- that registering for FSM is confidential and their peers, and their child's peers, need not know they have applied; and
- what registering for FSM involves and what it means for their child, including the fact that taking up the meal is recommended but optional.

Options for communicating these messages to parents include:

- sending letters to parents explaining FSM, its link to the Pupil Premium and how to apply – sending more than once to ensure all parents see it;
- adding reminders to register for FSM in any regular newsletters or e-bulletins to parents;
- texting all parents asking them to contact the school office if they receive benefits, as they may be able to help secure extra funding for the school;
- ensuring reception teachers or parent liaison staff are talking to new parents about signing up for FSM when they carry out home visits;
- encouraging teaching assistants / parent liaison staff / learning mentors to have confidential conversations with parents about registering their children as eligible for FSM, particularly if they have English as an additional language, or lower levels of literacy;
- placing information about FSM and the Pupil Premium on your website;
- holding discreet and informative school assemblies on FSM and the Pupil Premium, giving pupil's confidence that, if they register as eligible, it will be kept confidential.

Schools should let parents know that in simply registering their child as eligible for FSM the school receives additional funding that will be used to help their child achieve to the best of their ability. They should also remind parents of the nutritional and financial benefits of their children eating the free meals.

Further information on improving the dining room environment to encourage children to eat their free meals can be found on the Children's Food Trust website.

SWRA - Pupil Premium Policy

At Sir William Robertson Academy all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential irrespective of disadvantage. This is enshrined in the schools aim to encourage all pupils regardless of background to ASPIRE:

Achieve their full potential as individuals

Support each other as members of a caring community

Pursue knowledge and understanding

Involve themselves in the wide range of activities we offer

Respect other people's values, beliefs and customs

Extend their horizons, striving to achieve their best

Underpinning these aims, and to ensure that pupils are enabled to achieve their full potential we will strive to ensure

- The very best possible delivery of learning experiences in the classroom.
- A range of group and individual interventions designed to support those with identified needs.
- A rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium funding will be allocated following a needs analysis which will identify priority, classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially

disadvantaged. This view is supported by current research undertaken by LCC that suggests that under registration within the county is approximately 27%* and towards the higher end of the spectrum when compared to the national picture of variation between 0 and 33%* and it is suggested that this up to 4000* pupils eligible for FSM are currently not accessing this entitlement within the county. (*Taken from LCC report January 2013 produced by Head of Finance (Children’s and Specialist Services))

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place have been derived through the use of the Sutton Trust Toolkit which outlines the likely Cost to Impact ratio of a range of possible interventions:

Toolkit strand -	Cost-	Evidence strength -	Months impact-
Feedback <small>High impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
Homework (Secondary) <small>Moderate impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Mastery learning <small>Moderate impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Peer tutoring <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Collaborative learning <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Oral language interventions <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

One to one tuition

Moderate impact for high cost, based on extensive evidence.



+5

Early years intervention

Moderate impact for very high cost, based on extensive evidence.



+5

Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

Outdoor adventure learning

Moderate impact for moderate cost, based on moderate evidence.



+4

Small group tuition

Moderate impact for moderate cost, based on limited evidence.



+4

Digital technology

Moderate impact for moderate cost, based on extensive evidence.



+4

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



+3

Parental involvement

Moderate impact for moderate cost, based on moderate evidence.



+3

Individualised instruction

Moderate impact for very low cost, based on moderate evidence.



+3

Reducing class size

Moderate impact for high cost, based on moderate evidence.



+3

Summer schools

Low impact for moderate cost, based on extensive evidence.



+2

Arts participation

Low impact for low cost, based on moderate evidence.



+2

Sports participation

Low impact for moderate cost, based on limited evidence.



+2

Learning styles

Low impact for very low cost, based on limited evidence.



+2

Extending school time

Low impact for moderate cost, based on moderate evidence.



+2

Homework (Primary)

Low impact for very low cost, based on limited evidence.



+2

Teaching assistants

Low impact for high cost, based on limited evidence.



+1

Mentoring

Low impact for moderate cost, based on moderate evidence.



+1

Performance pay

Low impact for low cost, based on limited evidence.



+1

Aspiration interventions

Very low or no impact for moderate cost, based on very limited evidence.



0

Block scheduling

Very low or no impact for very low cost, based on limited evidence.



0

Built environment

Very low or no impact for low cost, based on very limited evidence.



0

School uniform

Very low or no impact for very low cost, based on very limited evidence.



0

Setting or streaming

Negative impact for very low cost, based on moderate evidence.



-1

Repeating a year

Negative impact for very high cost, based on moderate evidence.



-4

Reporting outcomes

- It will be the responsibility of the Headteacher to produce regular reports for the Governing Body that will include:
- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision in place at the school
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'Narrowing the gap' for socially disadvantaged pupil. This task will be carried out mindful of any requirements published by the Department for Education.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Adopted by the Governing Body June 2017

Current Analysis and Budget

Financial year	Amount of Pupil Premium funding
2015-16	127815
2016-17	106685
2017-18	135120

	2016-17			2017-18		
Percentage of FSM pupils						
Number of FSM pupils eligible for the Pupil Premium	91	@£935	=85085	112	@£935	=104720
Number of looked after pupils eligible for the Pupil Premium	3	@£1900	=5700	7	@£1900	=13300
Number of service children eligible for the Pupil Premium	53	@£300	=15900	57	@£300	=15900
Total						

Planning and evaluation outline 2017-2018

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
1:1 Tuition - English & Maths	£43000	On Going	All FSM* pupils across the school identified and withdrawn for tuition with a focus on core areas of learning. (Laptops purchased to support tuition) Those underachieving given priority and Premium spent on salary of named persons responsible. FSM* pupils identified as priority alongside Year 11 pupils nearing final examinations.	Gap to be narrowed over time. GCSE results to be in line with targets. PP Students who failed to achieve national standards in KS2 Tests to have intervention to develop and secure understanding/ reduce gaps.	KS3 Tracking to evidence narrowing of Gap over time. Entry/ Exit test data to show progress has been made. GCSE results to be in line with targets. AB/ PFG to be responsible for intervention and DB to track data to identify 'Gap' Exit survey designed and to be used to gather qualitative feedback.	Year 7 (53) Average gain from entry to exit test of 134%. 93% said it had improved their confidence in English and 100% would like to have tuition again. Y7 Reading ages narrowed by 9 months versus Chronological age. Spelling gap narrowed by 3 months versus chronological age. Maths Year 7 7 PP students seen with average 97% increase between entry and exit tests

						<p>Year 8 6 PP pupils seen with an average gain of 45% between entry and exit tests.</p> <p>Year 9 6 PP Students seen with average of 300% increase between entry and exit tests.</p> <p>Year 10 14 PP Students seen with average 70% increase between entry and exit tests</p> <p>Year 11 20 PP Students seen with average 75% increase between entry and exit tests.</p> <p>44% of students gained a 9-4 In English. 52% achieved this in Maths</p>
Curriculum Resourcing and Intervention Development fund	£6000	On Going	Curriculum initiatives to be supported by setting up bidding process for additional funds to meet the needs of PP pupils.	Targets to be set by Departments	Targets to be overseen by DB and HOD responsible and impact measured versus that expected.	Funding allocated to a range of developments including DofE equipment, interactive lesson resources in languages and 3D Art day for GCSE Pupils
Learning Mentor	£16000	On Going	New Starters to be assimilated into school smoothly and CAT tested where needed to ensure rapid meeting of learning needs.	New starters complete review form at end of first week and data rapidly sent to HODs to allow for accurate	Reviews show assimilation has been smooth. Child is appropriately set and learning matches needs via 6 week review.	33 (10 PP) New starters have joined school this year 96% felt happy to be at school and were able

			<p>Academic mentoring of underachievers by 6th Form students to be set up to ensure pupils meet targets at GCSE and facilitate opportunity for 6th Formers to be 'leaders in learning'.</p> <p>Mentoring of pupils identified as underachieving in both Key Stages via analysis of tracking data and intervention put in place and tracked.</p>	<p>setting alongside 6 week review.</p> <p>System currently devised and in its third year.</p> <p>Intervene for pupils making less than expected progress across a range of subjects. Re-engage pupil in learning alongside highlighting concerns to both staff and parents – raising profile and focus on pupil. Targets set SMART and reviewed regularly.</p>	<p>EB to track and DB to have overview.</p> <p>GCSE Pupil makes progress in line with target grade or better. EB to implement and track, and DB/ CW to have overview.</p> <p>Files/ records to be maintained of intervention, pupil's issues and progress made versus targets set. Exit Poll to both Pupil and Parent reflect positively on the experience. EB to implement and DB to have overview and support.</p>	<p>to identify key staff for support.</p> <p>27 Students were seen (4 PP)100% of students said they have improved as a result of academic mentoring and would recommend it to others.</p> <p>26 (8 PP) students have been seen. 100% of students felt they have improved as a result of support and would encourage others to have it.</p>
Pupil Engagement Officer	£14,557.00	On Going	Attendance of PP students has been flagged as an area of concern so Officer recruited to ensure improving attendance and to build links with families to support where needed	Attendance	Improved attendance over time and surveys show greater engagement between school and home	18 PP Students seen. Attendance for PP pupils being intervened with was 79% and has improved to 84.5% over the year.
Revision Guides	£2,535	On Going	KS3/4 revision guides bought for FSM* pupils at start for key stage in core	Pupils achieve GCSE targets or better in core subjects areas.	GCSE results to be analysed to monitor impact of intervention (AB to	All pupils from Year 9-11 received GCSE revision guides for all

			subjects of Maths/ English and Science		monitor via examination results)	subjects being studied.
Subsidised trips	£4000	On Going	Up to 100% of the cost of curriculum based trips to be subsidised for pupils.	Ensure participation in curriculum based trips that enhance learning/ engagement opportunities for pupils.	Trips to be tracked for next financial year to gain view of money allocation needed going forward. (NB/ SQ) to be responsible for monitoring – DB to have overview	All trip payments subsidised to 100% of the value. No pupil unable to attend an academic trip due to financial constraints.
Progress Manager	£3,391.45	On Going	Tracking system in Sims for Key Stage 3 that can identify pupils that are underachieving. SISRA implemented for KS4/5 Tracking from sept 2014 and training provided for HODs/ SLT.	Pupils to be tracked across KS3 against linear ‘flight path’ to show progress being above/ in-line with / below that expected. On going support provided via INSET/ Desktop tools in Sims Used by SLT to make line management more effective in improving outcomes for PP pupils. HODs to use to ensure pupils are on track and intervention is put in place where this is not the case. DB to train Data Officer in SISRA to assist in upload and	System built and in place Underachieving pupils identified and intervention put in place. Staff trained in using data to assist in planning to meet pupil’s needs. HODs trained in using data to track significant groups and plan intervention. SLT meetings more productive and focussed. Whole school data available against targets on going to allow for strategic planning. HODs intervene with relevant PP pupils and attainment and progress made improves over time.	On going reports to SLT/ Governors and as part for review, data analysis of pupil progress and attainment to be passed onto middle leaders to secure greater engagement. All HOD’s/ SLT using SISRA and Sims to facilitate a shared understanding of pupil progress and LOE followed up from reports produced by DB. PPI Group set up to monitor Year 111 and provide interventions strategy and support.

			On going staff INSET on Pupil Premium and the need to target this significant group through delivering equity rather than equality of provision.	management of the system. Staff continually faced with the challenges that pupil premium students face and the need to be restlessly active in pursuing opportunities to mitigate disadvantage.	Progress of Pupil Premium students improves over time with all students achieving a positive progress 8 score.	2 Inset session delivered to ensure staff are aware of key barriers for disadvantaged students and strategies to close the gaps.
Attendance intervention	£2,500	On Going	Intervention for pupils with poor attendance which statistically is far more likely amongst PP children (FSM*/ SEC accessing service to be monitored going forward) EWO intervention has not had measurable impact so strategy to improve attendance to be devised by SG/ HOH going forward.	PP Pupil's attendance monitored and action/ intervention applied as needed to try and ensure attendance is maintained.	PP Pupil's attendance is good and gap narrowed against none PP counterparts over time.	See above Attendance / Engagement Officer
EBSS/ Alternate Provision	£5,000	On Going/ New	Intervention for pupils identified with EBD (FSM*/ SEC accessing service to be monitored going forward) 1 Placement to be purchased at Free school for on going 'restart program of intervention for pupils	PP Pupils progress to be monitored versus peers and to be in line with expected progress alongside monitoring of impact via whole school rewards/ sanctions.	Progress to be in line with that expected according to internal targets (online or better) Rewards improve and Sanctions decrease over time. To be tracked by SD going forward.	CASY - 18 Pupils seen (5PP) Art Therapy paid for 3 PP Pupils EBSS - 4 pupils seen (2 PP) Alternate provision used currently for Year 10 PP/ LAC pupil who was at risk of permanent exclusion.

			at risk of permanent exclusion. Counselling to be offered to Service Children with parents on active service.			
Transport	£3000	On Going	Subsidy to meet shortfall in transport costs incurred by parents enabling pupils to maintain attendance.	Pupils attendance not impacted by shortfall in transport costs being paid.	Pupils still able to attend school despite short/ long term financial constraints faced in paying transport invoices. SQ responsible for tracking and DB to have overview.	NA
Summer School	£4000	On Going	Summer School to be funded for PP pupils both FSME6/ SEC and Catch up Pupils. One week of activities designed to increase participation and engagement as well as beginning to narrow the gap	Gaps identified and work done on strategies to narrow this for catch up pupils through intense literacy and numeracy focus.	Pupils engaged in learning and ready for transition. Additional support provided to both pupils and parents.	25 Pupils attended and gained + in standardized score for reading/ +3 for spelling on average. 100% of pupils and parents thought the intervention was an excellent idea.
PP SEN	£11,546	On Going	SEN pupils are a significant sub group of PP (25%) and learning difficulties act as considerable barriers to progress.	Plan/ do/ review planning for each student allows rapid and sustained progress to be made at an individual level appropriate to the child.	DB to review provision with SD and ensure progress is being made by all PP students. An overview of progress in Maths and English, via Sims/ SISRA, will also be	See SD for impact on individual SEN PP Students

			All PP SEN students to have bespoke action plan to match needs.		used to assess the impact of this intervention.	
Parentpay	£5,600	On Going	£50 pot for each FSME6 pupils to subsidise school uniform/ trips/ food allowance or tuition.	Increased engagement with school and reduction in financial burden on parents	Survey Monkey survey to show that parents validate the funding and tracking to show that it is being used to support student learning/ diminish financial costs/ barriers to engagement.	80% of parents agreed this was a very good/ excellent use of the money.