



PUPIL PREMIUM POLICY

This policy will be reviewed:	December 2018
Statutory policy:	Yes
Source:	General Seadown School
Person Responsible for Updating:	Amanda Curry

CONTENTS

ELIGIBILITY FOR PUPIL PREMIUM	3
AIMS	3
PRINCIPLES.....	3
PROVISION	4
REPORTING	4
RESPONSIBILITY FOR IMPLEMENTING THE POLICY	5
MONITORING AND REVIEWING THE POLICY	5
APPEALS PROCEDURE.....	5
APPENDIX 1: PP ACTION PLAN.....	6
APPENDIX 2: PPG FUNDING FOR CURRENT ACADEMIC YEAR.....	9
APPENDIX 3: PPG FUNDING FOR PREVIOUS ACADEMIC YEAR	10
APPENDIX 4: PPG OUTCOMES FOR PREVIOUS ACADEMIC YEAR	11

ELIGIBILITY FOR PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

At Seadown School we currently have (2017-18) at least 50% of our school role in receipt of FSM. Looked After Children (CLA) are currently 5% of our school role.

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which exist between pupils from less advantaged socio- economic backgrounds and their peers.

See also: YEAR 7 LITERACY & NUMERACY CATCH-UP PREMIUM POLICY

AIMS

- At Seadown School we aim to ensure that every child is able to make good or better progress.
- To promote a culture of high expectations and aspirations for pupils in receipt of FSM and Looked After Children focussing on 'how pupils could do better if...'
- We will strive to ensure that every child is excited about learning and is determined to succeed.
- We will equip our children with confidence, and nurture self-esteem and resilience.
- We will develop skills, knowledge and attributes to help our pupils contribute to society including creativity, critical thinking, problem solving and decision making.

PRINCIPLES

We will ensure that:

- Teaching and learning opportunities meet the needs of all pupils.
- All focussed interventions are aimed at vulnerable pupils and that Pupil Premium pupils are given priority.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all Looked After Children and pupils who are eligible for FSM (or have been eligible in the last 6 years) are socially disadvantaged.
- Pupils who are eligible for FSM are not equated with being considered to be of 'low ability' because of their social circumstances.
- We recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs including in our school pupils with a wide range of special education needs and disabilities (SEND) and English as an additional language (EAL).
- Pupil Premium funding will be allocated following a need analysis which will identify priority classes, groups or individuals.

PROVISION

When making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research (such as the Sutton Trust EEF teaching and learning toolkit) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils receiving Pupil Premium funding.

High quality teaching and learning will be used as the preferred way to narrow the gaps in attainment in the first instance.

During the academic year 2017-18 we plan to spend our Pupil Premium funding on:

- 1:1/ small group high quality intervention programme to support reading and writing led by the Pupil Premium Learning Support Assistant (LSA).
- 1:1/ small group high quality intervention programme to support maths led by the Pupil Premium Learning Support Assistant.
- Using TA's for focussed in class support.
- Nurture groups/ 1:1 nurture support.
- Access to therapeutic interventions – ie, anger management; counselling, bereavement support, sensory support.
- Technology with suitable learning software to motivate, support and develop learning.
- Enrichment activities - trips/ visits.

REPORTING

It will be the responsibility for the Head teacher to produce regular reports and share all information on Pupil Premium with the Governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision that has been made since the last annual report.
- An evaluation of 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 that there is an annual statement on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This statement will be published on the schools website and will include the amount of the schools allocation from the PP grant in respect of the current academic year, details of how we plan to spend the funding, details of how the previous academic years allocation was spent, and the effect of this expenditure on the attainment and progress of pupils.

When reporting on the use of Pupil Premium we will ask ourselves the following questions:

- What is the school's pupil progress tracking information telling us about any differences in progress and attainments between PP and non PP pupils?

- How effective are the interventions the school is putting in place to narrow attainment gaps between PP and non PP pupils?

We will evaluate quantitative data (on progress and attainment) and qualitative data (case studies, views) as evidence of impact.

RESPONSIBILITY FOR IMPLEMENTING THE POLICY

The Head teacher is responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through Performance Management arrangements and Pupil Progress meetings, they will make sure narrowing the gaps is a priority area of focus for the school.

Our board of governors has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

MONITORING AND REVIEWING THE POLICY

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

APPEALS PROCEDURE

Any appeals against this policy can be made through the complaints procedure.

APPENDIX 1: PP ACTION PLAN

Pupil Premium Action Plan 2017-18																			
<ul style="list-style-type: none"> To improve pupil motivation, confidence and attitudes towards reading To significantly improve the reading comprehension age of students To develop writing attainment of students To progress overall attainment levels for English and Maths Facilitate students' access to education. 								<ul style="list-style-type: none"> Provide additional teaching and learning opportunities. Provide alternative support and intervention. To develop pupil's Personal, Social and Emotional Development To develop pupil's behaviour and self-regulation of behaviour and emotions To develop social-interaction skills 											
Current Funding Allocation																			
Year 2 pupils	0	Year 3 pupils	0	Year 4 pupils	5	Year 5 pupils	2	Year 6 pupils	1	Year 7 pupils	2	Year 8 pupils	4	Year 9 pupils	4	Year 10 pupils		Year 11 pupils	1

Target	How will this be achieved?	By When?	Responsibility	Success Criteria	Monitored/ Evaluated by?	Outcomes	RAG
<ul style="list-style-type: none"> To improve attainment in Maths and English To improve pupil motivation, confidence and attitudes towards Maths and English 	LSA meetings with class teachers to set, discuss, review and analyse progress or amend targets	Termly	LSAs Class Teachers	Pupil's literacy / numeracy attainment will have increased over a term. They will be achieving their individual termly targets and, by the end of the year, will have achieved an increase in assessment 'steps'.	Head Teacher Class Teachers LSAs		
	Regular analysis of pupil progress & attainment	Termly	Head				
	LSAs to have timetabled 1:1 intervention sessions	On-going	LSAs				
	Ensure quality of teaching, learning & assessment is good or better regular PM appraisal	On-going Termly PM	Class Teachers TAs / LSAs SLT	Pupils will demonstrate an confidence and motivation in maths and English lessons by being 'actively engaged' in lessons.			
	There will be appropriate provision, support and resources provided, according to individual pupil need.	On-going	Class Teachers				
	Purchase software suitable to engage, motivate and develop literacy and numeracy attainment.	Summer Term	Head Hub Leaders				
	Good differentiation in lessons	On-going	Class Teachers				
	Individual pupil targets set are specific, measurable and attainable	On-going	Class Teachers				
	Pupils will be supported, in class, with a high adult-pupil ratio.	On-going	Head Class Teachers				

Target	How will this be achieved?	By When?	Responsibility	Success Criteria	Monitored/ Evaluated by?	Outcomes	RAG
<ul style="list-style-type: none"> To develop pupil's Personal, Social and Emotional Development To develop pupil's behaviour and self-regulation of behaviour and emotions 	LSAs to have timetabled 1:1 intervention sessions	On-going	Class Teachers LSAs	<p>Pupil's self-regulation of behaviour will improve over a term. This will be shown in the produced data for personal, social, emotional and development.</p> <p>There will be a decrease in recorded behaviour incidents over time.</p> <p>Pupils are actively engaging with staff and pupils.</p> <p>There is improvement in social/interaction/communication skills. This will be shown in the produced data for personal, social, emotional and development.</p>	Head Teacher Class Teachers LSAs		
	Analysis of pupil progress in personal, social and emotional development.	Termly	Head				
	LSA meetings with class teachers to discuss, review and analyse progress or amend targets	Termly	Class Teachers LSAs				
	Ensure quality of teaching, learning & assessment is good or better: Regular PM appraisal	On-going Termly	Class Teachers TAs / LSAs SLT				
	Staff will use Restorative Justice approach to support behaviour.	On-going	All				
	Staff will follow and implement school's behaviour policy.	On-going	All				
	Staff will role-model expected behaviour and differentiate their expectations, according to need.	On-going	All				
	Good opportunities for social-interaction provided through a rich and varied curriculum and enrichment activities	On-going	Head Class Teachers				
	Explicit behaviour support plans will be written and implemented	Termly	Class Teachers All				

Target	How will this be achieved?	By When?	Responsibility	Success Criteria	Monitored/Evaluated by?	Outcomes	RAG
To raise the % of disadvantaged pupils achieving a good level of development	Ensure quality of teaching, learning & assessment is good or better	On-going Termly Reviews	Class Teachers TAs / LSAs SLT	% of disadvantaged children achieving expected progress Reduced APS gap between disadvantaged pupils and their peers	Teachers SLT		
	Review provision available for PSED & Literacy and Mathematics	On-going Termly Reviews	Head Hub Leaders	% of disadvantaged children achieving good progress in PSED, Literacy & Mathematics has increased, leading to gap reduction			
To ensure the in-school provision meets the needs of pupil premium children	Review the range of targeted provisions in school	Autumn Term	Head Class Teachers LSAs	Provision available reflects EHCP targets	Teachers SLT		
	IEP SMART targets to be read, monitored and reviewed by SLT	Termly	Head Class Teachers	Interventions demonstrate accelerated progress over time			
	Planning to be monitored by SLT to ensure good differentiation	Termly	Head	Disadvantaged pupils make at least good, and often better, progress term on term			
	Identify additional provisions which can be used to support teaching & learning	ongoing	Head Class Teachers LSAs	Additional provision is delivered consistently each term			
To improve the engagement of parents in supporting challenging behaviour at home	Gather parental views on support required Provide 'drop-in' opportunities for families of disadvantaged pupils to access on-going support	Spring & Summer Terms	Head	School is aware of what parents need/want in supporting their child Parents / carers feel confident in supporting children at home Parents /carers know what they can do to help their child School are flexible in supporting individual parents	Teachers SLT AC		

APPENDIX 2: PPG FUNDING FOR CURRENT ACADEMIC YEAR



On Role Funded Pupil Premium Pupils: 2017-18

Pupil	PPG
1	£935
2	£1,320
3	£1,320
4	£935
5	£1,320
6	£935
7	£1,320
8	£935
9	£1,320
10	£1,320
11	£935
12	£935
13	£1,320
Total	£14,850

Leavers (carried over)	PPG
1	£935
2	£1,320
3	£935
4	£1,320
5	£1,320
Total	£5,830

2017-18 Funding	£14,850
	£5,830
Unspent 2016-17: carried over	£1,580.83
Total	£22,260.83

2017-18 New Starters

(in receipt of their PPG finance: Oct 2018 - 19)

New Premium Pupils:	
1	£1,320
2	£1,320
3	£935
4	£935
Total	£4,510

APPENDIX 3: PPG FUNDING FOR PREVIOUS ACADEMIC YEAR

Pupil Premium Expenditure: 2016-17

Pupil Premium Budget	X10	17,304.25
Top-Up Funding (CLA)		00
Year 7 catch-up Premium	X2	1000
Total		£18,304.25

Date	Supplier	Description	Net Amount	Total Amount	PPG	Budget
	PPG Grant	15 hours staff intervention (AP)		£ 7,184.45	Yes	PPG (2016-17)
	PPG Grant	15 hours staff intervention (JG)		£ 7,415.33	Yes	PPG (2016-17)
25/11/2016	Clothing Connection	Polo shirt x 1 (PUPIL PREMIUM)		£ 4.99	Yes	PPG (2016-17)
27/02/2017		Toe by Toe Reading Manual -		£ 27.95	Yes	PPG (2016-17)
27/02/2017		Memory Magic -		£ 66.00	Yes	PPG (2016-17)
09/02/2017	Clothing Connection	(KJ) - Uniform		£ 11.98	Yes	PPG (2016-17)
08/02/2017	Amazon	Talk About How we feel		£ 33.00	Yes	PPG (2016-17)
30/01/2017	Wordery	Interrupting Chicken Book -		£ 6.51	Yes	PPG (2016-17)
24/10/2016	PC	Lenovo Laptops x2		£ 479.98	Yes	PPG (2016-17)
08/11/2016	PC	LSA Machine		£ 486.00	Yes	PPG (2016-17)
06/03/2017	Amazon	Inco Swimming Pants		£ 23.98	Yes	PPG (2016-17)
24/01/2017	Clothing Connection	Uniform		£ 11.99	Yes	PPG (2016-17)
11/11/2016	Clothing Connection	Uniform		£ 60.50	Yes	PPG (2016-17)
08/03/2017	Clothing Connection	Uniform		£ 23.96	Yes	PPG (2016-17)
08/05/2017	RMEasiMaths	Software for Maths Boosters		£ 120.00	Yes	PPG (2016-17)
08/05/2017	Nessy	Software for Literacy Boosters		£ 192.00	Yes	PPG (2016-17)
08/05/2017	IDLCloud	Software support for Dyslexia / Low Literacy		£ 299.00	Yes	PPG (2016-17)
01/06/2017	My Maths: OUP	Software for Maths Boost: OUP		£ 222.00	Yes	PPG (2016-17)

PPG (2016-17) & Year 7 Fund	£ 18,304.25	Unspent 2016-17: to carry over	£1,580.83
-----------------------------	--------------------	-----------------------------------	------------------

APPENDIX 4: PPG OUTCOMES FOR PREVIOUS ACADEMIC YEAR

<ul style="list-style-type: none"> To improve pupil motivation, confidence and attitudes towards reading To significantly improve the reading comprehension age of students To develop writing attainment of students To progress overall attainment levels for English and Maths 	<ul style="list-style-type: none"> Provide additional teaching and learning opportunities. Provide alternative support and intervention. To develop pupil's Personal, Social and Emotional Development To develop pupil's behaviour and self-regulation of behaviour and emotions To develop social-interaction skills Facilitate students' access to education.
---	--

Target	Success Criteria	Outcomes	RAG
<ul style="list-style-type: none"> To improve attainment in Maths and English To improve pupil motivation, confidence and attitudes towards Maths and English 	Pupil's literacy / numeracy attainment will have increased over the terms. They will be achieving their individual termly targets and, by the end of the year, will have achieved an increase in by, at least, 4 APS points.	In 2017-18PPG pupils out-performed non PPG pupils in English. In Maths both sets of pupils performed the same. <i>NB: The APS Assessment System not suited to our cohort. New assessment system needed as data does not always demonstrate that there is progress being made when, anecdotally and through monitoring, workbooks etc, it can be seen that there has been good or better progress in many areas.</i>	A
	Pupils will demonstrate an increase in confidence and motivation in maths and English lessons by being actively engaged in lessons.	<i>Incidents show that 'lack of engagement' was in the minority of reasons behind difficulties presented. Teacher Observations show good pupil engagement.</i>	G
	Pupils will be achieving their individual termly targets.	<i>IEPs 2016-17: <u>Non PPG</u> Average Grade for IEP targets: 2 IEPs 2016-17: <u>PPG</u> Average Grade for IEP targets: 1</i>	G
<ul style="list-style-type: none"> To ensure the in-school provision meets the needs of pupil premium children 	Provision available reflects EHCP targets	All IEP targets are written with goals from EHCP upon them – these are monitored by SLT and are reviewed termly in additional Pupil Progress Meetings.	G
	Interventions demonstrate accelerated progress over time	LSA PPG Intervention Targets (2 per pupil) were <u>fully</u> met by over 50% of PPG pupils with 52% being fully achieved in the final term	G
	Disadvantaged pupils make at least good, and often better, progress term on term	In 2017-18PPG pupils out-performed non PPG pupils in English. In Maths both sets of pupils performed the same.	G
	Additional provision is delivered consistently each term	There is excellent record keeping from LSAs on their intervention work with pupils. <i>There are clear timetables in place.</i>	G
<ul style="list-style-type: none"> To develop pupil's Personal, Social and Emotional Development To develop pupil's behaviour and self-regulation of behaviour and emotions 	Pupil's self-regulation of behaviour will improve over the term. This will be shown in the produced data for personal, social, emotional and development.	Staff assessment, from behaviour rating scale, showed that <u>100%</u> of both PPG and non PPG pupils had demonstrated improvement in behaviour presentation from the Autumn term to the Summer term. <i>School average behaviour grade = 1.7</i>	G
	There will be a decrease in recorded behaviour incidents over time.	Reported incidents had decreased term on term for both PPG and non-PPG pupils. PPG pupils had significantly reduced amount of incidents compared to non-PPG pupils.	G
	Pupils are actively engaging with staff and pupils.	Incidents show that 'lack of engagement' was in the minority of reasons behind difficulties presented. Teacher Observations show good pupil engagement.	G
	There is improvement in social/interaction/communication skills. This will be shown in the produced data for personal, social, emotional and development.	PPG and non-PPG pupils roughly performed the same with progress over the year with regard to Personal, Social and Emotional Development	G
<ul style="list-style-type: none"> To raise the % of disadvantaged pupils achieving a good level of development 	% of disadvantaged children achieving expected progress increased	PPG pupils have continued to 'close the gap' and in some cases are exceeding expectations	G
	Reduced APS gap between disadvantaged pupils and their peers	<i>See above</i>	G
	% of disadvantaged children achieving good progress in PSED, Literacy & Mathematics has increased, leading to gap reduction	<i>See above</i>	G
<ul style="list-style-type: none"> To improve the engagement of parents in supporting challenging behaviour at home 	School is aware of what parents need/want in supporting their child	Regular parent/ carer contact between home and school (messenger, telephone, meetings).	A
	Parents feel confident in supporting children at home	Parent-Headteacher support meetings held. <i>NB: Very little uptake</i>	
	Parents know what they can do to help their child	Regular meetings offered – <i>poor uptake but some attendance</i> . Stakeholders views returned are, by far, mostly positive.	