



# PUPIL PREMIUM POLICY

|                                  |                        |
|----------------------------------|------------------------|
| This Policy was reviewed:        | December 2017          |
| This policy will be reviewed:    | December 2018          |
| Statutory policy:                | Yes                    |
| Source:                          | General Seadown School |
| Person Responsible for Updating: | Amanda Curry           |

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## 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 2018-19 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 2018-19   |   |               |   |               |   |               |   |               |  |               |   |               |   |               |   |                |  |                |   |
|---|---|---------------|---|---------------|---|---------------|---|---------------|--|---------------|---|---------------|---|---------------|---|----------------|--|----------------|---|
| <ul style="list-style-type: none"> <li>To improve pupil motivation, confidence and attitudes towards reading</li> <li>To significantly improve the reading comprehension age of students</li> <li>To develop writing attainment of students</li> <li>To progress overall attainment levels for English and Maths</li> </ul> |   |               |   |               |   |               |   |               | <ul style="list-style-type: none"> <li>Provide additional teaching and learning opportunities.</li> <li>Provide alternative support and intervention.</li> <li>To develop pupil's Personal, Social and Emotional Development</li> <li>To develop pupil's behaviour and self-regulation of behaviour and emotions</li> <li>To develop social-interaction skills</li> <li>Facilitate students' access to education.</li> </ul> |               |   |               |   |               |   |                |  |                |   |
| 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 |

|                   |                                |
|-------------------|--------------------------------|
| English and Maths | Personal, Social and Emotional |
|-------------------|--------------------------------|

| Target  | How will this be achieved?   | By When?              | Responsibility                      | Success Criteria   | Monitored/ Evaluated by?               | Outcomes | RAG |
|---|--|-----------------------|-------------------------------------|--|--|----------|-----|
| <ul style="list-style-type: none"> <li>To improve attainment in Maths and English</li> <li>To improve pupil motivation, confidence and attitudes towards Maths and English</li> </ul> | LSA meetings with class teachers to set, discuss, review and analyse progress or amend targets           | Termly                | LSAs<br>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'.<br><br>Pupils will demonstrate an confidence and motivation in maths and English lessons by being 'actively engaged' in lessons. | Head Teacher<br>Class Teachers<br>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<br>Termly PM | Class Teachers<br>TAs / LSAs<br>SLT |  |  |          |     |
|   | 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<br>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<br>Class Teachers              |  |  |          |     |

| Target  | How will this be achieved?  | By When?           | Responsibility                      | Success Criteria  | Monitored/ Evaluated by?                       | Outcomes | RAG |
|---|---|--------------------|-------------------------------------|---|--|----------|-----|
| <ul style="list-style-type: none"> <li>To develop pupil's Personal, Social and Emotional Development</li> <li>To develop pupil's behaviour and self-regulation of behaviour and emotions</li> </ul> | LSAs to have timetabled 1:1 intervention sessions   | On-going           | Class Teachers<br>LSAs              | <p>Pupil's self-regulation of behaviour will improve over a term. <i>This will be shown in the produced data for personal, social, emotional and development.</i></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. <i>This will be shown in the produced data for personal, social, emotional and development.</i></p> | Head Teacher<br><br>Class Teachers<br><br>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<br>LSAs              |   |  |          |     |
|   | Ensure quality of teaching, learning & assessment is good or better: Regular PM appraisal                         | On-going<br>Termly | Class Teachers<br>TAs / LSAs<br>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<br>Class Teachers              |   |  |          |     |
|   | Explicit behaviour support plans will be written and implemented  | Termly             | Class Teachers<br>All               |   |  |          |     |
|   | Individual (identified pupils) 1:1 Sensory Massage sessions   | Termly             | Massage Therapist<br>Class Teachers |   |  |          |     |
|   | Individual (identified pupils) Counselling Sessions   | Termly             | Therapist<br>Class Teachers         |   |  |          |     |

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



## APPENDIX 2: PPG FUNDING FOR CURRENT ACADEMIC YEAR

### On Role Funded Pupil Premium Pupils: 2018-19

| Pupil        | PPG            |
|--------------|----------------|
| Child 1      | £935           |
| Child 2      | £935           |
| Child 3      | £935           |
| Child 4      | £1,320         |
| Child 5      | £935           |
| Child 6      | £1,320         |
| Child 7      | £935           |
| Child 8      | £1,320         |
| Child 9      | £935           |
| Child 10     | £1,320         |
| Child 11     | £1,320         |
| Child 12     | £935           |
| Child 13     | £1,320         |
| Child 14     | £1,320         |
| Child 15     | £1,320         |
| Child 16     | £935           |
| <b>Total</b> | <b>£18,975</b> |

|                               |                   |
|-------------------------------|-------------------|
| 2018-19 Funding               | <b>£18,975</b>    |
| Unspent 2017-18: carried over | <b>£6,446.86</b>  |
| <b>Total</b>                  | <b>£25,421.86</b> |

| CLA PPP Grant | Amount    |
|---------------|-----------|
| Child 1       |           |
| Child 2       |           |
| Child 3       |           |
| <b>Total</b>  | <b>£0</b> |

## APPENDIX 3: PPG FUNDING FOR PREVIOUS ACADEMIC YEAR

### Pupil Premium Expenditure: 2017-18

|                                 |            |                   |
|---------------------------------|------------|-------------------|
| <b>Pupil Premium Budget</b>     | <b>X13</b> | <b>£20,680</b>    |
| <b>Carried Over</b>             |            | <b>£1,580.83</b>  |
| <b>PPP Top-Up Funding (CLA)</b> |            | <b>00</b>         |
| <b>Year 7 catch-up Premium</b>  |            | <b>00</b>         |
| <b>Total</b>                    |            | <b>£22,260.83</b> |

|            |                            |  |              |                  |
|------------|----------------------------|--|--------------|------------------|
|            | <b>PPG Grant</b>           | <b>15 hours 1:1 staff intervention (AP)</b>          |              | <b>£7,184.45</b> |
|            | <b>PPG Grant</b>           | <b>15 hours 1:1 staff intervention (JG)</b>          |              | <b>£7,415.33</b> |
| 26/09/2017 | First 4 Uniform            | Pupil uniform x 2 (see also: centre) Invoice 0260917 | £ 47.94      | £47.94           |
| 18/09/2017 | Poundland                  | LSA (Petty Cash); Therapeutic Resources              | £ 3.00       | £ 3.00           |
| 18/09/2017 | The Works                  | LSA (Petty Cash); Therapeutic Resources              | £ 10.20      | £10.20           |
| 25/09/2017 | Amazon                     | Art paper  | £ 13.23      | £13.23           |
| 28/09/2017 | Hobbycraft                 | LSA (Petty Cash); Therapeutic Resources              | £ 10.00      | £10.00           |
| 04/10/2017 | I CAN                      | Progression tool Invoice 14208 (centre)              | £ 33.49      | £33.49           |
| 16/11/2017 | First 4 Uniform            | Pupil uniform (see also: centre) Invoice 161117      | £ 104.88     | £104.88          |
| 17/11/2017 | Cancer Research            | Social Skills Board Game (Petty Cash)                | £ 3.90       | £3.90            |
| 27/11/2017 | Amazon                     | Wobble cushions (sensory support), x 2               | £ 26.58      | £26.58           |
| 30/01/2018 | Office furniture           | Individual learning space dividers                   | £ 367.20     | £367.20          |
| 31/01/2018 | Amazon                     | Wobble cushions x 1                                  | £ 11.99      | £11.99           |
| 02/02/2018 | incentive plus             | Teaching mindfulness in schools/Body Image Books     | £ 74.99      | £74.99           |
| 21/02/2018 | First 4 Uniform            | Pupil Uniform x 2 (see also: centre) Invoice 100218  | £ 116.32     | £116.32          |
| 26/02/2018 | Holland & Barrett          | PPG - Holland & Barrett - PSD                        | £ 5.76       | £5.76            |
| 09/03/2018 | Amazon                     | Sensory and Fidget gadgets                           | £ 39.96      | £39.96           |
| 09/03/2018 | Amazon                     | Baskets for Sensory and Fidget gadgets               | £ 5.50       | £5.50            |
| 12/03/2018 | Amazon                     | Twist and Lock Blocks                                | £ 3.98       | £3.98            |
| 09/03/2018 | Amazon                     | Wobble cushions (sensory support), x 2               | £ 27.98      | £27.98           |
| 12/03/2018 | Amazon                     | Sensory Bendy figures                                | £ 20.00      | £20.00           |
| 28/03/2018 | Amazon                     | Spirograph and spiral drawing set                    | £ 25.76      | £25.76           |
| 23/04/2019 | Jessica Kingsley Books     | 6 THERAPUTIC AND SOCIAL SKILLS books                 | £ 70.19      | £70.19           |
| 23/04/2018 | Private seller(Petty Cash) | Lego for Lego Therapy                                | £ 30.00      | £30.00           |
| 08/06/2018 | WHSmith                    | Magazine - re personal image image                   | £ 2.00       | £2.00            |
| 04/07/2018 | TTS                        | PPG Core Subject Activity Tins (order TT3981650)     | £ 47.88      | £47.88           |
| 12/07/2018 | First 4 Uniform            | Student uniform Invoice 100718 (see also School)     | £ 111.46     | £111.46          |
|            |                            |  | <b>total</b> | <b>15,813.97</b> |

**2017-18:  
Combined Personal, Social, Emotional  
and Behavioural Development,  
with Core Subject Outcomes:**

**Whole School**

| 2017-18<br>Attainment Grade Averages | Summer<br>Carried Over | Autumn | Spring | Summer |
|--------------------------------------|------------------------|--------|--------|--------|
| 1 (outstanding)                      | 39%                    | 8%     | 36.00% | 48%    |
| 2 (good)                             | 56%                    | 80%    | 60.00% | 44%    |
| 3 (requires improvement)             | 4%                     | 12%    | 4.0%   | 8%     |
| 4 (inadequate)                       | 0%                     | 0%     | 0%     | 0%     |

**End of year PPG Pupils: 68% of cohort**

| 2017-18<br>Attainment Grade Averages | EoY outcome |
|--------------------------------------|-------------|
| 1 (outstanding)                      | 29%         |
| 2 (good)                             | 58%         |
| 3 (requires improvement)             | 5%          |
| 4 (inadequate)                       | 0%          |

**End of year Non PPG Pupils: 32% pf cohort**

| 2017-18<br>Attainment Grade Averages | EoY outcome |
|--------------------------------------|-------------|
| 1 (outstanding)                      | 75%         |
| 2 (good)                             | 5%          |
| 3 (requires improvement)             | 5%          |
| 4 (inadequate)                       | 0%          |

**Overall:**

**92%** 'good or better' grades