PUPIL PREMIUM POLICY 2017-18

Ecclesfield SCHOOL

Date approved:

Signed: (Headteacher)

Signed: (Chair of Committee)

Chapeltown Road, Ecclesfield, Sheffield, S35 9WD
Telephone: 0114 2461156

Funding

The **Pupil Premium** was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the past six years (known as 'FSM6'). In 2017-18, the Pupil Premium grant per student for students in Years 7-11 will be £935. Schools also receive **Pupil Premium Plus** funding for children who have been 'looked after' (LAC) continuously for more than six months and children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order. Students recorded as an Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence are eligible for the **Service Pupil Premium**, a £300 grant available for pastoral support. Service children are **not** included in the 'disadvantaged' cohort unless they are eligible for FSM.

Since January 2013, schools also receive an additional **Catch-Up Premium** to support Year 7 students who have not yet achieved the expected standard in reading and/or maths at Key Stage 2. The money is to be used to deliver additional tuition, intensive support in small groups, external services or materials and academically focused summer schools that help students to catch-up over a short period of time through intensive expert tuition. The Catch-up Premium is designed to give students valuable support to bring them up to speed so that they are more likely to succeed at secondary school. In 2016-17, the Catch-up Premium funding awarded was £26,426 – this figure will be adjusted to reflect the September 2017 Year 7 cohort size at the October 2017 census.

There are guidelines for how to allocate the funding issued by the Department for Education which can be accessed here:
http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp.

The Pupil Premium Plus grant for 2017-18 is £1,900. The grant for each looked after child is managed by a 'Virtual School Headteacher' in the Local Authority who designates funding after the completion of a PEP (Personal Education Plan) to ensure that interventions are based on the individual needs of each child. This money is to be used on top of rather than an extension of the school's provision. The impact of this spend will be detailed in each CLA PEP. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in relevant policy documents:
The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:
• Academic achievement and attainment
• Developing skills via the broader curriculum
• Attendance
• Inclusion [by reducing internal and external exclusion]
• Transition between Key Stages or from school-to-school during placement changes
• Providing mental health support where this affects learning and behaviour

Our Aims:
- To raise the attainment and progress of students eligible for the Pupil Premium funding and maintain high expectations of the target cohort.
- To 'Close the Gaps' between the Pupil Premium students and their non-Pupil Premium peers by investigating and analysing which students are under-achieving and make significant efforts to discover why this is the case, engaging parents and listening to the students.
- To continue to raise awareness and understanding of the issues facing the Pupil Premium cohort and develop high impact strategies as part of everyday classroom practice. Ensuring that, as a school, we never confuse FSM with low ability.
- To develop an increased understanding of effective pedagogy in order to improve outcomes for Pupil Premium students through action/evidence based research, stakeholder voice and shared practice.

Our Ethos

Our belief is that the most effective way for all students to make at least expected progress from their starting points is:
- To continue to be committed to developing high quality teaching and understand that interventions must not compensate for inadequate teaching.
- To recognise the direct correlation between students' attendance and attainment ensuring that students attend school regularly.
- To support students so that any barriers specific to their learning can be overcome.

Interventions

Interventions and additional support are often required by students eligible for the Pupil Premium to strive to close any identified gaps in progress. The interventions at school are based on addressing specific barriers to learning and they take national research on impact and cost into account.

Although parents and carers are made aware of the funding and eligibility, and eligible students are clearly identified to staff, the interventions, additional provision, support and materials are all delivered and provided in an unobtrusive way.

Leaders will use data to check that interventions are effective and making a positive difference to students' progress and adhere to the school's protocol on planning and running an intervention…

"All interventions will ensure that:
- *Students have learning targets that are explicit, understood and addressed.*
- *Parents/Carers are being engaged and tutors are informed.*
- *Intervention programmes are planned, resourced and time-limited with review dates and projected impact stated (all interventions will be reviewed half-termly – no intervention will last more than one term.)*
- *The progress of students on any intervention programme is tracked and reviewed.*
- *Students who display challenging behaviour and/or a poor attitude to learning are monitored.*
- *Advice and strategies to help these students make the next steps in their learning are shared with colleagues."*

Identification

- Students eligible for the Pupil Premium funding are identified on SIMS active data files and in all data made available to staff.
- 'Disadvantaged Students' are a research group on 4Matrix so that Disadvantaged and Non-Disadvantaged students' current grades in KS3 and forecast grades in KS4 can be analysed and any gaps identified.
- All teachers have had 4 Matrix training and Curriculum Leaders support teachers to analyse and use their data to inform teaching and wave 1 intervention.
- All department improvement plans (DIPs) include a Closing the Gap section.
- The cohort of students now appears on the DfE ASP (RAISE) report broken down into prior attainment groups. Ecclesfield data analysis has made moves to mirror this process. In the same vein, the school data still shows comparisons with school non-PP but also with National 'Other' to emphasise the focus on diminishing the differences.

Action Plan

The whole school 'Closing the Gap' action plan identifies four key areas to focus on in 2017-18; areas where the gaps are greatest and if closed would have a significant impact on the achievement and progress of the students eligible for the Pupil Premium funding. The action plan forms part of the school's improvement plan and has been put in place to monitor these four areas. The plan is reviewed on a half-termly basis by the SLT to discuss progress and impact shown.

1. Improving academic outcomes, to:

- *ensure that the attainment and progress of PP students is in line with that of Other students.*
- *develop students' resilience and independence.*
- *broaden range of career/post16 opportunities and avoid disengagement.*
- *develop students' abilities to reflect and set goals*

2. Improving literacy and numeracy across the curriculum and developing reading interventions, to:

- *enable greater access to the wider curriculum and improve the reading age of students whose reading age is below national average.*
- *develop students' communication skills.*
- *enhance attitudes to learning.*

3. Removing barriers to engagement, which:

- *improve attendance, address the attendance gap between PP and non-PP and meets students' needs.*
- *lead to positive behaviours and greater resilience.*
- *develop students' confidence and optimism.*
- *strengthen student-parent-school relationships.*

4. Supporting students' wider participation and engagement with school (both curricular and extra-curricular) **to:**

- *develop students' self-confidence, social skills and sense of belonging.*
- *raise aspiration and self-esteem.*
- *support students' health, well-being, and personal development.*
- *Remove barriers to learning.*
- *Smooth transition between key stages.*

Monitoring strategies and specific responsibilities:

The Governors will:
- Challenge members of the SLT about aspects of the Closing the Gap Action Plan and the school's policy.
- Ensure that there is a link governor to champion the PP agenda who is committed to developing own expertise by attending training provided by the school and external organisations.
- Hold the SLT to account for the spending of the funding and the monitoring of its impact against students' progress.
- The CRAG and Pastoral sub-committees will make PP attainment, progress, attendance and participation a fixed agenda item at meetings.
- Keep abreast of developments in the Ofsted framework regarding disadvantaged students.

The Senior Leadership Team will:
- Take responsibility for the delivery of their specific areas of the Closing the Gap Action Plan and calendar regular review of the plan at SLT meetings across the year.
- Ensure that professional learning opportunities are planned to allow staff to develop strategies and develop expertise about the Closing the Gap agenda and identify the main factors in our school which contribute to the PP students' gaps in attainment and progress.
- Make the PP v non-PP achievement gap a regular agenda item in link meetings with CLs and HoHs ensuring that students are identified and interventions in place and developing CLs' analytical and strategic skills through use of National Subject Transition matrixes for disadvantaged students in data reports and progress meetings
- Model the behaviours for engaging and supporting students to close the gap.
- Plan effectively so that PP provision provides good value for money and high impact.
- Provide analyses after whole school data entries, identifying gaps in attainment, progress, attendance and participation in all year groups.
- Plan appropriate wave 3 interventions and track progress.
- Track and monitor students who are below target for attainment, progress and attendance and make sure that appropriate interventions are in place to support an improvement.
- Keep abreast of developments in the Ofsted framework regarding disadvantaged students.

The Senior Leader responsible for KS3 progress will:
- Work with key staff to ensure that strategies and provision is in place to improve the literacy and numeracy of appropriate disadvantaged students.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Organise the Accelerated Reader programme for literacy testing, liaising with the Librarian.
- Monitor the impact of the Literacy and Numeracy strategies on students' progress and attainment.
- Identify students requiring literacy and numeracy intervention from the RAP reports and dept data tracking systems.

- Act as the 'Operational Lead' for the mentoring programmes with the University of Sheffield (US in Schools and Discover US).
- Coordinate wave 3 literacy and numeracy interventions and ensure all interventions are recorded on the whole school intervention tracker.
- Develop links with primary schools to identify and support key students as part of the transition programme.

Members of the Inclusion team (HoH, PMs, Attendance officer, EWO and SEND) will:
- Use whole school data to target specific students and drive interventions in order to support students' academic outcomes.
- Model the behaviours for engaging and supporting students to close the gap.
- Know the vulnerabilities of all students eligible for: FSM, LAC and Service children.
- Ensure literacy and numeracy is valued in vertical mentoring time and give recognition to reading and numeracy leaders, putting forward PP students for further praise.
- Use ISQs and RAG timetables to ascertain difficulties, gather information to inform future actions and provide students with a voice. Identify 'hotspot' subjects which correlate with patterns of behaviour or attendance and liaise with subject staff to improve engagement, e.g., attending parts of lessons with students, supporting any catch-up work, recognising any improvements, providing equipment, improving teacher-student relationships. **Ensure that all conversations have learning at the heart of them.**
- Arrange structured conversations with parents to ensure that participation, attendance, attainment and progress are discussed. Engage hard to reach parents and where necessary, assist them to become accountable for their child's attendance, behaviour and aim to help get their child participating in extra curricular activities.
- Identify positions of responsibility and leadership within the House system for PP students to undertake.
- Assess and plan provision for students on EHCPs, Statements and SEN Support with appropriate interventions and TA support where appropriate.
- Identify and plan provision for students with specific, additional learning needs.
- To provide opportunities so that specific literacy and numeracy programmes are used as part of KS2-3 Transition, Summer School, Induction and Year 7 Catch Up programmes.
- Ensure that all staff are aware of students' needs and provide strategies and guidance for supporting students in the classroom.
- Ensure that all regular interventions are recorded and tracked using provision mapping software.
- Track and monitor students who are below target for behaviour and attendance and plan appropriate interventions with review dates of no more than 6 weeks ensuring that recognition for improved attendance is given.

Curriculum Leaders have a clear strategy to tackle underperformance of the PP student cohort by:
- ensuring that teachers pay specific attention to how PP students are grouped and which classes they are put into.
- Regularly using dept trackers and whole school data systems to track progress and attainment of PP students.

- Discussing strategies for raising the attainment of PP students at department development sessions and ensuring that colleagues engage with research and share effective practice (targeting PP students for wave 1 intervention, work scrutiny and extra-curricular involvement, providing free/subsidised resources, boosting students' self-confidence through leadership opportunities, improving teacher-student relationships and explicitly teaching GRIT development with students.)
- Ensuring that the department's improvement plan has clear actions identified to increase extra-curricular participation and progress in the subject area.
- Promoting the whole school GRIT initiative and developing colleagues to explicitly promote and discuss the GRIT characteristics with students in lessons.
- Modelling the teachers' behaviours which will most effectively engage and support students to close the gap.
- Monitoring wave 1 interventions through Progress Meetings with department colleagues as appropriate.
- Organising wave 2 interventions where required to support the academic achievement and pastoral support of targeted cohorts.
- Recognising that trips and related departmental activities should be inclusive and to consider implications for PP students.
- Tracking and monitoring students who are below target and ensure interventions are in place, particularly at wave 1.
- Planning student voice and learning walk activities with a PP focus into MEA calendars and summarising the resulting impact and actions.

Teachers will:
- know which students are eligible for the Pupil Premium funding and take steps to remove any barriers to learning.
- Use opportunities in lessons, interim tests and assessment information to investigate the progress of students and the impact of their teaching.
- Keep teaching records and markbooks up to date with relevant information and data and ensure that seating plans (on MINT) enable students to work effectively and make good progress.
- Ensure that lessons are planned for differentiation and that wave 1 intervention is ongoing allowing all students to make good progress.
- Actively promote literacy and numeracy in lessons.
- Undertake research and engage with whole school documents provided to identify students at risk, enhance provision and promote progress.
- Promote whole school initiatives to develop students' resilience and self confidence.
- Recognise that trips and related departmental activities should be inclusive and to consider implications for PP students.
- Model the behaviours which will most effectively engage and support students to close the gap.
- Track students who are below target and ensure appropriate wave 1 intervention is put in place to address issues.

The Business and Community Manager will:
- Audit the extra-curricular interests of students and use results to inform planning.
- Ensure that attendance registers are kept by staff taking extra-curricular activities and that PP students are targeted for participation and appropriately rewarded and recognised.
- Organise the summer school in liaison with a member of the SLT.

- Build strong working relationships with the family of schools.
- Build relationships with other organisations in the community and be aware of the services they offer to children and families in order to increase menu of provision and in particular local residential and outdoor opportunities to support GRIT development.
- Ensure appropriate safeguarding and risk assessment arrangements are in place for all activities, in line with school policies and procedures.
- Research, promote and actively seek alternative funding solutions to enable successful activities to become sustainable

THE CLOSE GAP

In order to close the gap at Ecclesfield, teachers will:

- Use opportunities in lessons, interim tests and assessment information to **investigate the progress of students and the impact of their teaching**.

- Keep Active Teaching Files up to date with relevant information and data and ensure that **seating plans enable students to work effectively** and make good progress.

- Ensure that **lessons are planned for differentiation and that wave 1 intervention is ongoing** allowing all students to make good progress.

- Actively **promote literacy and numeracy** in lessons.

- Undertake research and engage with whole school documents provided to identify students at risk, enhance provision and promote progress.

- Promote whole school initiatives designed to **develop students' resilience, optimism and self-confidence**.

- Recognise that trips and related departmental activities should be inclusive and **consider implications for PP/disadvantaged students** as well as positively **promoting participation in extra-curricular** with PP students.

- **Model the behaviours** which will most effectively engage and support students to close the gap.

- **Track students who are below target** and ensure appropriate wave 1 intervention is put in place to address issues.

- **Promote and praise excellent attendance,** emphasising the link between attendance and attainment.

Effective Strategies for Teachers

Getting to know my PP students. Do I...	RAG
Know how each of the PP students prefers to learn, do I plan accordingly?	
Mark the books of PP students first when doing a full class mark?	
Have information about their context and background? *Have they got*	
Ask them about their hobbies and interests?	
Discuss PP students regularly and share good practice with colleagues?	
Investigating my PP v. Non-PP data. Do I...	
Highlight PP students on my mark sheets?	
Highlight PP students on my seating plan and record their KS2 starting	
Know what their data says and what support they need to make progress?	
Do they know what their weaknesses are and how to improve?	
Compare the progress of PP students with that of non-PP students?	
Seat PP students strategically. Do I...	
Think carefully about where they are sitting and who they are next to?	
Group students strategically for group activities and projects?	
Behaviour management and modelling. Do I...	
Meet and greet students at the door - welcome them into the classroom?	
Smooth the way back in for students who have returned after long absence?	
Model the behaviours I expect to see from them? Demonstrate how to	
Use praise and recognition for positive contributions, maximum effort?	
Work out what motivates and engages the student?	
Target PP students for support. Do I...	
Target PP students for questioning and actively involve them in class	
Approach relevant PP students first to see if they understand the task set?	
Continually check the progress of PP students throughout the lesson?	
Make sure they know what they need to do to improve?	
Ensure PP students with attendance issues are provided with work to catch	
Identify and remove barriers to learning.	
Are there barriers which will require pastoral support?	
Can you provide equipment and/or other resources to support the student?	
Has the student got EASY access to free revision? home-learning materials?	
Has the student got a computer to use at home?	
Is there funding to enable PP students to attend school trips?	

DEFINITIONS:

- **Which students are eligible for the Pupil Premium funding?**
- those who have been eligible for free school meals at any time in the last 6 years (FSM6)
- children who are looked after (CLA)

- **Which students are defined as being 'Disadvantaged'?**
- Disadvantaged students are those eligible for FSM6 and those who are CLA, ***not children of service personnel.*** Children of service personnel are eligible for the Service Pupil Premium, which is available for pastoral support.

- **What is the gap?**
  The **gap** in the 'Closing the Gap' agenda, refers to the gap in performance between how the percentage of disadvantaged students (defined as FSM6 and CLA) compares against other students (**'Other'**) in a school.

- **'Disadvantaged' v 'Other'**
  We may see the terms 'Disadvantaged v Other' in the place of 'PP v non-PP' in line with Raise and Ofsted terminology. At Ecclesfield, there is little difference in terms of student numbers because we don't have many children of service personnel.