

**PUPIL PREMIUM & YEAR 7 CATCH-UP PREMIUM
POLICY 2018/19**



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Date ratified/amended: TBA

SLT Policy Holder: Stephanie McCoy

Governing Committee: Standards

Date to be reviewed: September 2019

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CORE PRINCIPLES

At Ecclesfield School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

At Ecclesfield, we recognise that raising the achievement of disadvantaged students and promoting their wider personal development are inextricably linked. We therefore allocate Pupil Premium funding to target key priorities linked to both academic achievement within the classroom and the wider development of students (e.g. raising aspirations, improved approaches to learning, enhanced wellbeing). Whilst each child will have his/her own set of barriers to learning and progress, effective provision to close gaps within these areas of achievement and personal development is essential if students are to succeed and thrive. Underpinning this approach is a robust system for monitoring and evaluating the impact of our actions to ensure its quality and effectiveness.

VISION

ACHIEVEMENT	PERSONAL DEVELOPMENT, ASPIRATIONS, APPROACH TO LEARNING AND WELLBEING
<p>Vision: To ensure all students make outstanding academic progress, regardless of starting point or background, and leave Ecclesfield School with the best possible qualifications.</p>	<p>Vision: To ensure all students leave Ecclesfield School with a sense of personal wellbeing, a bank of 'cultural capital' and high aspirations leading to future success and happiness.</p>
<p><i>Quality of Teaching and Learning:</i> Access to quality first teaching that is literacy-rich and is personalised to meet their needs; Access to a well-structured and suitable curriculum (including alternative provision where appropriate); Access to high quality resources to support learning; Access to high quality learning opportunities led by well-trained staff.</p>	<p><i>Enrichment:</i> Access to a wide variety of opportunities that broaden students' experience, raise their aspirations and enhance their understanding of the world and their potential futures. Access to opportunities to develop and practise existing and new skills in non-academic contexts.</p>
<p><i>Additional Academic Provision:</i> Access to KS3 additional provision to address gaps in basic literacy and numeracy; Access to additional provision to target areas of underachievement for students falling behind (KS3 and KS4).</p>	<p><i>Guidance and Support (360° Care):</i> Access to high quality advice to help guide students through school and towards their chosen futures. Access to high quality pastoral support to help students address specific barriers to both wellbeing and learning (e.g. attendance, behaviour, social and emotional issues etc.)</p>

ROLES & RESPONSIBILITIES

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap (Pupil Premium) Strategy
- Provide opportunities for staff training about Closing the Gap to take place on INSET days or during other times.
- Support departments they line manage to close gaps and identify pupils for timely and appropriate interventions (after each data collection).
- Be role models in using strategies in their own teaching to close gaps.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch Up funding to enable identified achievement gaps to be closed rapidly.
- Produce data analysis after DC1, making explicit to staff any progress, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups who are not making expected progress, attending and/or behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate intervention is put in place.

Governors will:

- Accept responsibility for challenging the Senior Leadership Team on the delivery of the school's Closing the Gap Strategy
- Undertake appropriate Closing the Gap training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupil progress.
- Appoint a Pupil Premium Link Governor and ensure Closing the Gap is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

INDIVIDUAL/GROUP RESPONSIBILITIES WITHIN THE CLOSING THE GAP TEAM

Closing the Gap Leaders (PP/MA/SEND Champions, VCR and Numeracy Co) will:

- Use data to identify underachieving KS3 and KS4 pupils in need of additional intervention after each Data Collection.
- Research and share Teaching and Learning strategies to support progress of pupils in their cohort.
- Inform Parents and Heads of Year of any planned interventions taking place.
- Record all interventions (*progress, behaviour and attendance*).
- Co-ordinate one-to-one and small group intervention programmes where appropriate.
- Liaise with intervention staff and Closing the Gap Team to monitor and evaluate the impact of any interventions put in place.
- Review the intervention groups on a half-termly basis and amend the list of target pupils as required.

- Co-ordinate appropriate KS4 intervention programmes such as holiday interventions for CtG pupils (including monitoring CtG attendance and the overall impact of interventions).

The HoY/Pastoral/Inclusion Team will:

- Utilise the Closing the Gap data to ensure timely and appropriate pastoral interventions are put in place (after each DC), which support the academic progress of target pupils and groups.
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate interventions are put in place.
- Ensure that there is active literacy and numeracy learning during SODA, as per VCR and numeracy rota.
- Ensure that pupils have an opportunity to reflect on their progress and to set and discuss appropriate targets with their form tutors.
- Identify pupils in need of non-academic, wellbeing related support and provide appropriate intervention to address their specific barriers to learning.
- Communicate with staff where non-academic factors may have an impact on a pupil's capacity to access learning, giving guidance where possible on appropriate support strategies for the classroom.

The SEND and PLC team (including LSAs and Intervention Co-ordinators) will:

- Develop and deliver alternative learning pathways for identified cohorts of pupils in need of significant literacy and numeracy support on entry.
- Identify pupils who have low levels of literacy and use further testing to gain a greater insight into literacy difficulties. Share strategies across school to support Catch Up pupils and SEND pupils across the curriculum.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.
- Provide intervention strategies using catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum.
- Provide support in class and during registration time where necessary and one-to-one out of class support for pupils identified
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School/Transition where possible.
- Use appropriate testing to identify pupils in need of access arrangements for public examinations and then coordinate those arrangements.
- Assess and support pupils on Education, Health and Care Plans and SEND Support with appropriate interventions to improve reading ages and literacy.

Literacy (VCR) and Numeracy Coordinators will:

- Plan and lead the delivery of the school's and Literacy (VCR) and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap pupils.
- Provide opportunities for staff training about literacy (VCR) and numeracy to take place on INSET days or during other times.
- Advise other staff in school on Literacy (VCR) and Numeracy issues

- Develop links with feeder primary schools to identify and support key pupils as part of the transition programme.
- Organise ARTi Reading Age testing for all Y7-9 pupils and analyse data, ensuring it goes to SIMS.
- Co-ordinate tutorial and whole school initiatives. Monitor and track the impact of data relating to Tutor activities.
- Monitor the impact of the Literacy and Numeracy strategies on pupils' progress and attainment and track improvements in reading ages (Year 7-9) / maths ages (Y7-9 intervention pupils).
- Identify pupils in need of literacy and numeracy intervention at each Data Collection and literacy/numeracy tests.
- Coordinate wave 2 and 3 literacy and numeracy interventions with the SEND, English and maths Departments.
- Ensure all relevant interventions are recorded on the Whole School Intervention Tracker.

Curriculum Leaders will:

- Effectively utilise progress and achievement data, as well as Closing the Gap information, to track progress and attainment of pupils.
- Utilise data at each DC to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and pastoral support of target pupils and groups.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.
- Use information disseminated through Department Closing the Gap leads to help drive strategies for improvement.
- Monitor and ensure that Quality First Teaching is taking place for all pupils.
- Ensure PP, MA and SEND Champions are being used effectively to support the closure of gaps within the Department.

Teaching Staff will:

- Know who disadvantaged, MA and SEND pupils are. They will know their groups.
- Effectively utilise progress and achievement data, as well as Closing the Gap information, to plan effective lessons and personalise learning which enables all pupils to make at least expected progress.
- Ensure teaching is secure on a daily basis and lessons are differentiated to meet the needs of all pupils, as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all pupils to make at least expected progress.
- Utilise the CtG booklets to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and achievement of target pupils and groups identified.
- Ensure VCR and numeracy is promoted in all lessons.
- Track and monitor pupils who are not making expected progress and ensure timely and appropriate intervention is put in place.

INTERVENTION

What is intervention?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

Wave 1 – Quality First Teaching (The effective inclusion of all children in high quality teaching & learning).

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.
- Opportunities for stretch and challenge.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of *quality first teaching* should be a priority. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after school booster classes; holiday revision camps, withdrawal classes during the school day.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.

EQUALITY IMPACT AUDIT AND ACTION PLAN

- Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.
- Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.
- Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement due regard has been paid to the requirement to:

1. Eliminate unlawful discrimination, harassment and victimisation,
2. Advance equality of opportunity
3. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability	X			Should advance equality of opportunity for SEND pupils
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race		X		
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other: Disadvantaged pupils		X			Should advance equality of opportunity for disadvantaged pupils

Compiled by: Stephanie McCoy (Assistant Headteacher)	Approved by Governing Body:
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Print Name: S D McCoy	Print Name:
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