

The Pupil Premium: Dane Court Grammar School 2018-2019

What is the Pupil Premium?

The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed ‘disadvantaged’ and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last six years, known as ‘Ever 6’)
- looked after continuously for more than six months, or
- within families who work in the armed forces.

The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

The 2017/2018 rate of payment was:

- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
- £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care)
- £300 per service child or Ever 3 service child.

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools’ use of the funding affects:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

By academic years, Dane Court Grammar School has received:

Academic Year	Pupil Premium funding
Sept 2011 – Aug 2012	£40192
Sept 2012 – Aug 2013	£69662
Sept 2013 – Aug 2014	£112514
Sept 2014 – Aug 2015	£105450
Sept 2015 – Aug 2016	£104571
Sept 2016 – Aug 2017	£112862
Sept 2017 – Aug 2018	£115874

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- 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 one time

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Roles and responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- All staff are aware of their responsibilities in narrowing the gaps of our pupils.
- All staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- Through appraisal arrangements, they will make sure narrowing the gap is a priority area of focus for the school.
- All strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used.
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

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 curricula and 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 a proven track record in narrowing the gaps in attainment and achievement

Schools decide how best to use the Pupil Premium funding to support their students to ensure that all students can achieve their potential regardless of their background. At Dane Court we currently have 129 students eligible for the Pupil Premium.

We are using this funding to:

Facilitate access to education

- Homework clubs & ICT support
- Extra supervision after school
- Specialist Support Unit at lunchtimes
- Free breakfast

Encourage participation in enrichment activities

- Subsidies for trips
- Bus passes
- Free extra-curricular activities

Support interventions where necessary

- School counsellor
- Literacy and numeracy support through deployment of Teaching Assistants
- Small group mentoring
- Behavioural support programme
- Pupil Referral Unit where necessary

Raise aspiration

- University taster days
- Motivational speakers
- Support and guidance for parents

Reporting

It will be the responsibility of the headteacher, or a delegated member of staff, to produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- 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.

Impact of 2017-2018 Strategy

Expenditure

In 2017-2018 a total of £115873 was allocated for Pupil Premium

Access to breakfast and breakfast club	£4373
Staff development and shared CPD	£1500
Supporting Pupils, Teaching costs	£30000
Supporting Pupils Education Support Staff	£29000

Resources for students KS3 and KS4

• Fiction books for KS3/4 students	£2500
• Photocopying resources	£3000
• Chrome book access	£2500

Intervention

• TA for homework club access	£2500
• English/Maths intervention	£5000
• Easter revision for PP students	£5000
• Revision resources/guides	£4000
• Visits and trips	£4500
• PRU	£11000
• Counselling	£11000

Impact

From the most recent set of GCSE results (August 2018), pupil premium students achieved, on average, a mean residual of -0.80 whereas non-pupil premium students achieved, on average, a mean residual of -0.34. This means that there is a gap of approximately half a grade difference in progress between the two groups.

This gap is significantly smaller in all current year groups.

Year group	Pupil premium gap (negative=PP students making less progress than non-PP students)
7	+0.09
8	-0.18
9	-0.21
10	+0.08
11	+0.07

The current projections suggest that there is virtually no gap between the outcomes for pupil premium students in three out of the five year groups. In the other two, the gap is approximately one fifth of a grade; significantly smaller than the gap from last year's GCSE results.

When analysing outcomes for individual subjects there are very few where pupil premium students are making significantly less progress than non-pupil premium students.

Year group	Number of subjects where pupil premium students are making more than half a grade less progress than non-pupil premium students
7	0
8	1
9	2
10	3
11	3

Departments are supported through CPD and line-management to improve the outcomes of disadvantaged students.