

Pupil Premium

In September 2011, the Government introduced a new factor into funding for schools – the Pupil Premium. This is a specific quantity of money allocated to a single student who is in receipt of free school meals or who is in care.

The aim of this specific funding is to close the attainment gap between these students and the rest of the school community and to encourage greater inclusion. It is for schools to decide how the Pupil Premium funding is spent, since we are best placed to assess the individual needs of those students within our school. Although we are free to spend the fund as we deem it appropriate, we are held accountable for how we have spent it and the impact that it has had on this group of students.

The attainment gap between PPI students and non-PPI students has been reduced over the last three years as shown in the table below. This quantifies the percentage of students who achieved 5 GCSEs including English and Maths.

% of students getting 5GCSEs in English and maths	2011	2012	2013	2014
All	58%	67%	63%	57%
PPI	39%	42%	39%	44%
Non PPI	61%	71%	67%	61%
Gap	-22	-29	-28	-17

In the school year 2013-14 178 students were eligible for Pupil Premium, resulting in £150,000 of funding. In 2014-15 the number of students is 135, totalling £169,000 of funding. It has been decided that this funding should be used in the following ways in order to aid our objective to close the attainment gap:

Interventions currently being used:

- Extra tutor groups at KS4
- Afterschool revision and coursework sessions
- Lunchtime revision and coursework sessions
- Alternative education provision
- Extra sets in English, maths and science
- Additional LSA support
- Use of staff mentors
- Peer lunchtime support
- Foreign language assistant support
- One to one tuition
- Education Welfare Officer support for attendance issues
- Early bird reading club
- External support such as The Respect Project
- Helping parents in difficulty to purchase school uniform
- Helping students to participate in school trips
- Helping students to participate in activities that they would otherwise not be able to afford such as learning a musical instrument
- Increased tracking by tutor/teacher resulting in finer planning for progression
- Support for literacy and numeracy
- Support for The Lexia Reading Support programme

- The appointment of additional support in English and Maths in Years 7 and 8

We ensure that every class teacher in addition to Heads of Faculty and Directors of Learning are actively engaged with these students on a daily basis to ensure that every method of intervention provided for this group of students has its maximum outcome. Regular analysis of attainment and progress data at class, faculty, year and whole school level is linked to a menu of fully tracked, individualised interventions to help such students achieve their potential. Equally, middle leaders use this information to ensure that any PPI students who are not achieving their potential can be quickly identified and supported through appropriate intervention.