

Disadvantaged Students (Pupil Premium) 2018-2019

OUR ACADEMY

A study done by the Office for National Statistics into housing and poverty concluded that Walsall was the fourth most deprived town in the country. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

Funding source	Amount
Pupil Premium	£529,210

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools based on the number of the number of students who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our students eligible for pupil premium is significantly higher than the national average (12.4%) for secondary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

PURPOSE OF THE PUPIL PREMIUM POLICY

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 progress and attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

For full details of the regulations surrounding this funding, please visit the DfE website by clicking [here](#)

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 students.

The Principal and Senior Leadership Team

The Principal and designated Assistant Principal are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. 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, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Principal to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The Assistant Principal and Academy lead for Narrowing the Gap has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.

The Business and Operations Director will monitor the use of the Pupil Premium on a regular basis to track the allocation and use of Pupil Premium funding in order to see that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable students 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 students 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.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.

GOVERNING BODY

Our governing body 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. The governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a regular basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

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. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published on our website. We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

LOOKED AFTER CHILDREN

Looked After Children are not funded in the same way as Pupil Premium students and money is accessed via Virtual Schools that hold funding for each looked after child. The Academy Lead on Narrowing the Gap, Senior Vice Principal: Children's Services and Welfare Manager, meet on a half termly basis to review the PEPs for each looked after child and to monitor provision for their academic and pastoral needs. PEPs will be updated to reflect actions to be taken and costings put in place to reflect the support needed for each child. Funding requests will be discussed at PEP reviews every six months.

The number and proportion of Pupil Premium students at the academy is outlined below.

Year Group	Total Number of Students	Percentage of Pupil Premium Students	Number of Looked After Children
7	253	50	8
8	257	53	3
9	237	49	2
10	237	57	5
11	231	45	2
12	95	26	1
13	86	38	1
All	1374	48	22

PUPIL PREMIUM FUNDING

In this section we will outline how we will use the Pupil Premium in our academy and the rationale behind it to improve outcomes for our eligible students. The academy's key priority with Pupil Premium Funding is to improve the progress and attainment of those students in low-income families. Members of staff at the academy are fully committed to meeting the pastoral, social and academic needs of these students by creating learning experiences which will support each individual to achieve their full potential.

This funding is used to support a range of strategies, covering:

- Teaching and Learning
- Intervention and support
- Removing barriers
- Aspirational opportunities

Our mission to raise achievement, remove barriers to learning and most importantly, open doors for our young people to allow them to have the life choices and opportunities that they deserve should not be hindered.

Learning and Teaching		£42,500
Initiative	Rationale	
Training for LSAs on effective feedback and target setting.	<ul style="list-style-type: none"> • Further develop in class support for feedback and target setting. • Support the development of reading comprehension across all subject areas. • To develop student skills in self-reflection, editing and target setting. 	
Implementation of Academy Blueprint for learning and teaching.	<ul style="list-style-type: none"> • Establish consistent and effective strategies, across the academy, with regards to development and transfer of skills, assessment and feedback and intervention. 	
Additional qualifications and courses	<ul style="list-style-type: none"> • Provide a broad curriculum, offering opportunities for students to study qualifications such as the Certificate of Financial Education to provide them with financial literacy skills 	
Establish an action research group to research and pilot strategies for raising achievement	<ul style="list-style-type: none"> • To identify effective practice for narrowing the gap. • To identify common strands of effective teaching and learning across the Academy and share good practise. • To develop a knowledge base of effective pedagogic strategies, in line with the Academy blueprint for learning and teaching. 	
Department bursaries for action research and intervention projects	<ul style="list-style-type: none"> • To provide resources for departments to run projects focused on improving learning outcomes for students. Departments will provide project bids with clearly identified aims and methods as well as completing evaluations of impact on and disseminating good practice to staff upon the completion of projects. 	
To provide study skill support for students in preparing for examinations.	<ul style="list-style-type: none"> • To provide guidance on a range of revision strategies for independent learning. • To ensure students understand how to revise, including planning, organising their time and choosing appropriate learning methods for tasks. 	
Provide personalised support for GCSE students.	<ul style="list-style-type: none"> • To provide access to MyTutor for identified LAC students, giving them one to one tuition that focusing on their personal needs. • Increase the use of LUCID testing to identify students in need of additional examination support and ensure the necessary support is put in place. 	

Intervention and support

£272,425

Initiative	Rationale
Improved tracking and provision for Pupil Premium students	<ul style="list-style-type: none"> To provide simple tracking practices that allow for all staff to monitor the progress of students, identifying the need for intervention in and across subjects. To easily be able to identify the specific needs of students and provide meaningful intervention to meet them. To track progress on a regular basis. To allow for effective target setting that can be shared with staff, students and parents.
Provide focused literacy and numeracy LSA support	<ul style="list-style-type: none"> To accelerate the improvement of basic literacy and numeracy skills in class and small group withdrawal support.
Project based intervention	<ul style="list-style-type: none"> Departments to bid for resources to focus on specific groups of disadvantaged students to improve outcomes
Concentrated individual and small group support for literacy and numeracy at KS3.	<ul style="list-style-type: none"> To identify and accelerate the improvement of basic literacy and numeracy skills in our weakest students in order to narrow the gap between disadvantaged and non-disadvantaged students. To provide EAL support for students that struggle with English, in particular those students that have migrated to the country and find it difficult to access the curriculum due to barriers with basic English.
Targeted support by Guidance, Welfare, Mentoring and Progress Co-ordinator teams	<ul style="list-style-type: none"> Recruitment of an Attendance Officer to improve attendance and punctuality and close the gap. To provide effective and broad pastoral support team and strategies for student and their families, including mental wellbeing, emotional support and guidance, behavioural interventions and referrals to external agencies and initiatives
School holiday and out of hours intervention	<ul style="list-style-type: none"> Provide a range of learning opportunities across all subjects both after school and during school holidays.
Summer School	<ul style="list-style-type: none"> Run a comprehensive Summer School programme for our Yr6 transition disadvantaged cohort
Accelerated Reader programme and promotion of reading to develop literacy	<ul style="list-style-type: none"> Promote reading for all students. To provide a broad range of reading material that is appropriate to the reading and social age of all students. To improve the reading comprehension of all students (cohort profiles shows that students average scores are significantly below expected ages on arrival at the Academy) To reward students for engagement in reading.

	<ul style="list-style-type: none"> To further develop the Academy as a Reading Community.
Reading support to identify and support needs of students	<ul style="list-style-type: none"> To provide reading intervention both in the academy and out of hours. Targeted interventions for the weakest readers to ensure they are able to read and comprehend independently and access all areas of the curriculum.
Mental Health First Aid and Mentally Healthy Secondary training and support	<ul style="list-style-type: none"> With mental health being a national focus, the school has invested in training and support for staff to better educated in giving advice and recognising warning signs earlier to signpost initial response actions.

Aspirational opportunities		£35,000
Initiative	Rationale	
All of Y11 to attend the Skills Show.	<ul style="list-style-type: none"> Subsidising/paying for students to enable them to access the National Skills show. Giving students the opportunity to see career and further education pathways which are out of the locality. 	
Careers Show	<ul style="list-style-type: none"> An on-site careers show to be held at the academy with representatives from a range of employers, providing information on careers, apprenticeships, examination requirements and career pathways. This will improve students awareness and possible careers from an early age and provide guidance and motivation for their academic studies. 	
The Brilliant Club	<ul style="list-style-type: none"> Ensuring our disadvantaged cohort who are also identified as Higher Prior Attainers have the opportunity to work with university PhD students and submit work to university standard. 	
Careers advice and guidance	<ul style="list-style-type: none"> One-to-one careers interviews to open students to broaden possibilities and match them to possible routes into careers. 	
Work shadowing visits	<ul style="list-style-type: none"> To allow all students the opportunity to take part in work shadowing in a chosen jobs area. This will increase their understanding of the world of work, improve their knowledge of particular job roles and industries and improve aspirations. 	
Rewards and Recognition Evenings	<ul style="list-style-type: none"> Termly events to recognise and celebrate the effort and achievement of students, involving students, parents and staff who come together to recognise students for their contribution to the academic, pastoral and social life of the Academy. 	

Removing barriers		£169,000
Initiative	Rationale	
Alternative Curriculum Provision	<ul style="list-style-type: none"> • Specialist staff to work with our vulnerable students where reasonable adjustments are made to their curriculum to help them succeed and develop their social skills. • Appointment of an experienced Inclusion & Guidance Manager. 	
SLT mentoring and parent meetings	<ul style="list-style-type: none"> • To support students and parents in understanding progress, target setting and study skills. 	
Revision guides for students	<ul style="list-style-type: none"> • Ensure fair access to revision materials for all students. 	
Maths Watch	<ul style="list-style-type: none"> • Ensure fair access to out of hours learning for all students. 	
Residential visits	<ul style="list-style-type: none"> • Provide subsidies for disadvantaged students in order to allow them the opportunity to fully participate in residential experiences and opportunities. 	
Support for educational trips	<ul style="list-style-type: none"> • Allow all students to access the full range of academy opportunities on offer and ensure that they are not at a disadvantage either educationally or pastorally. 	
Support for uniform and equipment	<ul style="list-style-type: none"> • Ensure all students can be fully prepared for academy life and integrate fully into our community. 	
Increased range of primary liaison activities.	<ul style="list-style-type: none"> • Develop educational and pastoral links with local schools to foster relationships with students and parents, ensure effective transition and be able to provide early support, as required. 	