



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

PUPIL PREMIUM POLICY AND PROVISION

	Position/Committee	Date
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Pupil Premium Policy and Provision 2018-19

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1. Vision Statement (adapted from the Inclusive Learning vision statement)

“Our vision for inclusive learning at IGS is that all students are enabled and empowered to achieve their personal best whatever their academic or socio-economic starting points. We believe that this can be achieved through a caring, systematic, personalised and holistic approach to overcoming barriers to learning and personal development.”

2. Staff responsible for Pupil Premium students

Whilst there are certain colleagues in school whose roles have a more direct Pupil Premium focus, including a named member of the Leadership Team, all colleagues working in school have collective responsibility for the progress and well-being of students in receipt of the Pupil Premium and for meeting any additional and different needs that they may have. The effective support of the Pupil Premium cohort requires all colleagues to develop relevant professional expertise to ensure such students make progress both academically and pastorally which is in line with students with similar starting points.

It is the responsibility of leaders at all levels within the school to ensure that colleagues recognise this as part of their moral purpose and that they have the opportunity to develop knowledge, skills and understanding in this area.

3. Monitoring and evaluation of progress and provision

The academic and pastoral progress of Pupil Premium students is systematically monitored and evaluated at a number of levels.

- a. The member of the Leadership Team responsible for the progress of PP students **reports to Governors annually.**
- b. The **whole school self-evaluation cycle** requires the analysis of data by group and the academic progress of PP students is analysed at least at each data point.
- c. **Exam results are analysed by group** and leaders at all levels are made accountable for the results of the PP cohort
- d. **A range of pastoral indicators such as attendance and behaviour statistics** are provided to pastoral teams on a weekly basis in spreadsheet format with Pupil Premium as an identified group. This informs the agenda for the two-weekly Key Stage meetings.
- e. Pastoral teams from Years 7-11 follow the **Assess-Plan-Do-Review model** and following each data point, progress, attendance, effort, homework and behaviour data for the PP cohort are analysed systematically and interventions agreed and implemented.
- f. **All interventions are costed and entered on ‘Provision Map’** and the reporting function allows us to track support in place for individuals and groups.
- g. **Student Voice** is routinely analysed by group which has enabled us to identify, for example, the need for Pupil Premium students to participate in extra-curricular activity.
- h. Where appropriate, teachers and leaders have Pupil Premium focused appraisal objectives which are reviewed as part of the appraisal cycle.

4. Categories of Pupil Premium, eligibility criteria and funding allocation

- | | |
|---|-------|
| • Secondary Y7-Y11 Ever 6 FSM pupils | £935 |
| • Looked After Children (LAC) | £2300 |
| • Post Looked After Children (Post LAC) | £2300 |
| • Service Children | £300 |

Families may be able to get Free School Meals if they receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit
- Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

5. Typical barriers facing students in the Pupil Premium cohort

The Pupil Premium cohort is a group with a very diverse range of needs but the barriers typically faced by students in this cohort are:

- Lower rates of attendance
- Literacy and numeracy – lower starting points and slower rates of progress
- Disengagement
- Lack of access to enrichment and extra-curricular activities in and out of school
- Lack of support and appropriate role models resulting in lower levels of aspiration
- Financial constraints

6. Criteria for the fair allocation of Pupil Premium funds in school

The government provides the school with extra funding to support eligible students and it is to be used with the particular focus of raising achievement. Whilst we support all students to achieve their 'Personal Best' we recognise that the Pupil Premium cohort contains students with a very diverse range of individual needs and we therefore carefully target this extra funding to provide additional resources as necessary through a combination of proactive and reactive approaches.

Whilst the funding is allocated to a particular individual the government guidance is clear that it is up to the school to decide how to spend the money in order to most efficiently secure the best possible outcomes for the cohort as a whole. This enables schools to make longer term investments in staffing and to 'provide additional support at certain times during a school career (e.g. Year 11).

"Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source DfE website

At IGS we have developed a set of criteria to guide the spending of Pupil Premium funds and to ensure that the allocation of funds is as fair as possible and has the greatest impact possible.

- a. **Core criteria:** PPI funds should be allocated for intervention to an individual or group of students using some or all the following desired impact criteria:-
 - An anticipated improvement in student **outcomes** in relation to student targets.
 - The potential to support **integration** into the school community (equal entitlement).
 - The potential to raise **aspiration** and provide access to new and enriching experiences otherwise inaccessible to the student or group of students.

- b. **Additional criteria:** The following criteria will also be taken into account when considering a request for funds and to assist with the prioritising of limited funding:-
 - A direct link to a 'Core' Subject area (English, maths, science).
 - A direct link to an EBACC subject.
 - A direct link to a subject area in which a student has a career, university or other aspiration.
 - Students who fall into other vulnerable groups in addition to PP status but which do not otherwise attract additional funding.
 - Interventions where the expected benefit/impact is much greater than the requested 'seed funding' might imply.
 - Interventions where multiple stakeholders are in agreement about the anticipated benefit.

7. Who can apply for/request support?

PP funding for items or services can be requested by any 'stakeholder' including the individual themselves

- students,
- parents/carers
- teachers,
- form tutors,
- support staff,
- Leadership Team,
- HOYs,
- Curriculum Leaders.

8. General principles governing allocation of funds

- a. **Fixed costs:** In a normal year a given % of PP funds is pre-allocated to fixed costs such as staffing and to allow smaller class sizes. These will be accessible all PP students according to need and tracked as 'provisions' using Provision Map.
- b. **Weighting:** While there is a strategic drive to intervene proactively in KS3 it is recognised that there will some weighting of funding and resources towards students in exam year groups. Over the course of KS3 and 4 all students will benefit.
- c. **Inclusion for all:** While PP funding will always be planned and allocated starting with the needs of PP students in mind we will also seek opportunities to provide support for other students requiring intervention where appropriate.
- d. **Proactive v reactive support:** We will seek to achieve a balance between proactive and reactive support and intervention.

9. Types of expenditure/support/intervention

- a. **The general provision of support and intervention according to need:** Interventions and support can be put in place at any time for all students according to need.
- b. **Curriculum Areas**
 - i. **For KS3/4** – Pupil Premium funds can be used for the provision of **basic materials and resources** to support ‘equal entitlement’ in lessons e.g. set texts, food technology ingredients, usually defined as a ‘voluntary contribution’.
 - ii. **For KS4/5 exam groups** – Pupil Premium funds can be used for the strategic provision of exam-related materials and resources that other students pay for e.g. revision guides.
- c. **Curriculum Area Trips and exchanges**
 - i. Exam/course-related – e.g. compulsory Field trips
 - ii. Non-exam related (enrichment) – e.g. Exchanges/Battlefields trip.
- d. **Whole school items/opportunities/services** (requested by students, parents or through pastoral staff)
 - i. Provision of school uniform and PE kit for disadvantaged students
 - ii. Shoes/PE trainers
 - iii. Ipads
 - iv. Breakfast club
 - v. Core school trips which support integration into the school community e.g. C&C week
- e. **Dedicated staff CPD**
- f. **Intervention team** – staff for whom part or all of their role is specifically focussed on disadvantaged students e.g.
 - i. AHT Groups, Inclusion and Interventions (Leadership scale)
 - ii. BAO worker – the majority of their caseload will be students in receipt of the Pupil Premium
 - iii. SSTMs (Student Support and Transition managers) will typically be working with a larger proportion of Pupil Premium cohort
 - iv. LSAs with a literacy/numeracy specialism who work with PP students as a significant proportion of their role
 - v. Additional English and maths teachers to support smaller teaching groups (nominal %)
- g. **Other forms of intervention / targeting of resources** - It is recognised that not all PP ‘intervention’ involves a direct, quantifiable cost and that a significant amount of benefit can be achieved through effective communication of the most up-to-date research and the raising of awareness amongst teachers and support staff at Wave 1 and 2. These forms of intervention involve time, the strategic deployment of a range of colleagues and the prioritisation of certain students at certain times. We will account for these types of

intervention and their impact on progress through effective record keeping and the tracking of progress.

Examples of interventions which involve the investment of time and energy which can be monitored in other ways are:-

- Prioritisation in the classroom to further improve the quality of feedback (marking, seating, questioning, writing hwk in planner) – see Wave 1 checklist below
- Voluntary lunchtime and after-school support with a teacher or other colleague already paid to be in school
- Assertive mentoring, peer tutoring and peer mentoring. E.g. Use of 6th form mentors to buddy key PP students
- Targeted advice (e.g. options/university)
- Targeting of students and parents re relevant opportunities such as D of E, exchanges and funding available
- Strategic allocation of teachers, ITT students to specific groups
- Attendance follow up
- Provision of facilities for supported self-study and effective targeting of students for this
- Communication with parents by phone, via planner, in person, via email (in addition to that which is scheduled)
- Focused staff CPD sessions at whole-school/curriculum level to raise awareness of PP needs
- Using the appraisal process to hold colleagues to account (where appropriate) for the progress of PP students.
- Loan of high-value equipment for school projects e.g. digital camera

h. Quality First Range 1 classroom provision -

Have I checked the SEN register? Have I followed the PB policy? Have I tried/re-tried?	Y /N?
1. Strategic seating plan? Do certain students need to be sitting in certain places (e.g. Visually impaired students at the front of the class)?	
2. Priority marking? Does marking give sufficient advice to enable students to complete feedback independently? Is handwriting the right size?	
3. Targeted questioning? Are you checking understanding with the students before you start the tasks? Are you breaking things down?	
4. Checking hwk is understood? Is there appropriate detail on ClassCharts for the students to be able to complete the work outside the classroom? Do they need any extra support?	
5. Parental contact? Would parents benefit from knowing about issues you are managing in the classroom? Positive feedback?	
6. Buddying in classroom / student grouping? Can peer teaching, 6 th formers or support staff be used to support a student in lessons?	
7. Targeted praise/encouragement? Are students managing specific things well which can be praised?	
8. Additional scaffolding/support materials? Are there additional materials that the students can use to support their own learning?	
9. Setting a weekly/lesson target? Are specific, subject based skills being targeted consistently to support the student?	

10. Recording and costing of provision/support

From September 2018 all support and intervention that is additional and different from mainstream provision is entered on Provision Map. This software enables the school to track and cost provision at an individual, group, cohort and whole-school level and to more accurately identify gaps in provision and monitor the impact of intervention.

Provision Map is also used by Pastoral teams and the Inclusive Learning Team as part of a holistic view of intervention across the school.

11. Annual report and priorities

In addition to this policy document we publish an annual report on our website, in line with national guidelines, which will also identify priorities for the coming year.

12. Sources

- Gov.uk – Pupil Premium – How schools spend it
- Sutton Trust Teacher toolkit
- The Inclusion expert – Essential Guide to Pupil Premium – Daniel Sobel
- NFER summary briefing (2015) – What are the most effective ways to support disadvantaged pupils' achievement?