

# PUPIL PREMIUM POLICY and STRATEGY 2016-2017 Including IMPACT DATA

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Excellence through a caring, learning community

## 1. Rationale

We believe in promoting excellence to enable all our students to be happy and achieve their potential regardless of their personal circumstances. The Pupil Premium funding is intended to minimise the impact of pupils living in disadvantaged situations by providing extra support in school to ensure that they achieve their potential.

The DfE has given schools the freedom to use the Pupil Premium as they see fit, based upon our knowledge of our pupils' needs: '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'.

Pupil Premium funding at The Lakes School is used to support student learning and well-being in order to close the achievement gap that exists between students from disadvantaged and non-disadvantaged backgrounds. We fully recognise that we are accountable for how we use the additional funding.

Pupil Premium funding is received by the school to support three student subgroups in Years 7 – 11:

- Those in receipt of Free School Meals (FSM) or those who have received FSM in the last 6 years. (FSME6)
- Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children adopted from care under the Adoption and Children Act 2002 who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- Children where a parent is employed by the armed services. Students eligible for the service child premium in this or any of the previous 4 years or in receipt of a child pension from the Ministry of Defence.

For further details of each category and the amount payable in any year, please refer to the 'Pupil Premium 2016-2017; Conditions of Grant' published by the Department for Education

<https://www.gov.uk/government/publications/pupil-premium-2015-to2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant>

The Pupil Premium was initially introduced in April 2011 when schools received an additional £448 for each child eligible for free school meals. It has since risen to £935 per eligible student.

The service child premium is £300 and schools receive £1900 for each looked after child (LAC, sometimes referred to as CLA).

The prime use of the funding is to raise achievement for these students and others from a disadvantaged background. We will, however, support students academically, socially and emotionally, to ensure they have a positive experience of school and can optimise the opportunities to develop and succeed. Whilst we believe that the emphasis has to be on improving literacy and numeracy knowledge and skills, we also believe that no one intervention can provide the answer to improving progress and it is the combination of support available which benefits the students.

At The Lakes School we employ a range of support mechanisms in order to optimise the engagement and success of all the students and to promote their well-being. Pupil Premium funding is used to remove obstacles to this success and/or participation. The range of support available for academic, social and mental well-being recognises the nature of our student body, the rural nature of our catchment area and the personal needs of each student.

Pupil Premium Numbers and Funding					
	2012-13	2013-14	2014-15	2015-16	2016-17
PP Numbers	50	53	46	55.50	52
@ £	600	900	935	935	935
Total PP Funding	30,000	47,700	43,010	51,893	48,620

Additional Funding	3,000	1,100	1,433	6,000	6,600
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PP and NPP Student Numbers by cohort					
	2018	2019	2020	2021	2022
Total number of students	84	85	74	92	65
Total number of NPP students	71	70	88	79	55
Total number of PP students	13	15	10	13	10

## 2. Our Pupil Premium Aims

In executing our responsibilities in connection with Pupil Premium funding, we will:

- 2.1 Ensure that Pupil Premium funding is used solely for its intended purpose
- 2.2 Use the latest research on proven strategies to close the attainment gaps and adapt these as necessary to meet the needs of our students
- 2.3 Ensure that parents are aware of their child's Pupil Premium eligibility
- 2.4 Be transparent in our reporting of how we have used the Pupil Premium, so parents and others are fully aware of how this resource has been used
- 2.5 Be mindful of the fact that eligibility and take up FSM does not equate with pupils being considered to be of "low ability" because of their social circumstances
- 2.6 Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium
- 2.7 Recognise the fact that Pupil Premium students are not a homogeneous group and cover a wide range of needs
- 2.8 Use high quality teaching and learning as the preferred way to close the gaps in attainment. We will also use interventions with proven evidence of impact to assisted pupils who need additional support in a time limited way
- 2.9 Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

## 3. Our Roles and Responsibilities

All members of our school community, particularly staff and governors, are committed to raising standards and closing the attainment gaps for our pupils

The governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps, is implemented. The governing body ensure Pupil Premium is given high priority through the school improvement plan and as a regular item on the agenda for Staffing, Teaching and Learning sub-committee and Full Governing Body meetings.

For the period 2017-2018, the day to day leadership of our Pupil Premium strategy is carried out by Mr C Jeremy, Assistant Headteacher, Miss J Rowland, TLR3 Pupil Premium and Mrs S Wileman, School Business Manager.

The Governing Body, the Senior Leadership Team are responsible for implementing this policy by working closely with all staff. They will ensure that all staff are aware of their responsibilities in closing the achievement gaps that exist between groups of students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through the school improvement plan and appraisal arrangements, they will make sure closing the gap is a priority area of focus for the school.

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## Teaching and Associate Staff will:

- 3.1 maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- 3.2 promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive
- 3.3 plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained
- 3.4 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
- 3.5 keep up to date with teaching strategies and research, which have a proven track record in closing the gaps in achievement

## 4. Monitoring

- 4.1 Monitoring will be undertaken by the SLT on a half- termly basis. This will ensure that funding is allocated appropriately and is meeting the needs of the target groups.
- 4.2 Subject and subject teachers will use the information provided at assessment points to identify the performance of Pupil Premium pupils in their classes/department to measure the impact of interventions. There will be a focus on the progress of student groups, including those in receipt of Pupil Premium funding at AP review meetings held half-termly.
- 4.3 The SLT will be responsible for reviewing the success of the different intervention activities and strategies.
- 4.4 The decision over how the Pupil Premium is spent has been delegated by the governing body to the SLT
- 4.5 Parents and external agencies cannot dictate how this money is spent, although they may make requests which will be considered. As a school we aim to work closely with parents of eligible students to ensure any barriers to learning are removed.
- 4.6 Measures have been included in the national performance tables. They include the achievement of Disadvantaged pupils covered by the Pupil Premium.
- 4.7 Under the School Information (England) (Amendment) Regulations 2012, Schedule 4 Section 9 schools are required to publish, 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocations was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals cannot be identified.

## 5. What barriers do our PP students face?

At The Lakes School, our PP students typically encounter the following barriers to making progress with their learning;

- 5.1 A sense that they do not have as many privileges as others
- 5.2 Low attendance
- 5.3 Low aspirations
- 5.4 Low confidence in own abilities
- 5.5 A healthy balanced diet and general access to regular food intake to focus in lessons
- 5.6 Low levels of literacy and/or numeracy
- 5.7 Limited engagement with enrichment opportunities
- 5.8 Lack of access to basic equipment or materials

## 6. Strategies in place from September 2017

The Lakes School is a medium sized comprehensive school with approximately 10% of pupils being eligible for the Pupil Premium funding. No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The key to narrowing the gap between disadvantaged students and all students is thorough monitoring/tracking of pupil attainment and progress.

Termly analysis of students' progress across all year groups shows us where to target our interventions. Our strategies are based on national research, including the Sutton Trust Toolkit and Ofsted documentation, and experience of what works at The Lakes.

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The teacher responsible for Pupil Premium holds regular meetings with team leaders and key staff to discuss the progress of Pupil Premium students. All Pupil premium students have an individual interview at least once a year which helps key staff identify potential areas for support, and help target intervention.

Or interventions and support for Pupil Premium students respond to the specific needs of each cohort and each individual student. Below is a list of strategies that we implemented during 2016-2017 and intend to carry forward in to the academic year 2017-2018.

- 6.1 Targeted one-to-one and small group tuition in English and Maths
- 6.2 Accelerated Reader Scheme for Years 7 and 8
- 6.3 The work of a team of mentors, working across subjects and year groups to support disadvantaged students and help them become independent and resilient learners.
- 6.4 The implementation and monitoring of good quality teaching and learning, prioritising PP students in lessons and in our written feedback.
- 6.5 Resources (such as revision guides, workbooks, art and craft materials and cooking ingredients) provided to support academic study.
- 6.6 Support, through the tutor group system and in conjunction with our Education Welfare Officer, for pupils whose attendance has dropped below 90%. These interventions involve families and are supportive rather than punitive.
- 6.7 Our Pupil Premium Champion works closely with the lead for attendance to target support for PP students.
- 6.8 Supporting Pupil Premium children during their transition from primary to secondary school.
- 6.9 Our pastoral blue book includes details of PP students' particular needs and achievements and enables all classroom staff to be familiar with PP students before they start their lessons at The Lakes School. This information, which contains behaviour information and teaching strategies, is then updated as the student moves through the school.
- 6.10 Aspirational IAG support including targeted careers interviews and College visits for PP students.

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**Expenditure in 2016-2017 Academic Year**

PUPIL PREMIUM 2016-17		
<b>ALLOCATION</b>		£55,220
TLRs to support PP achievement and attendance	£18,650	
Maths - extra group Y11 and 1 to 1 tuition	£5,660	
English - extra group Y11 and 1 to 1 tuition	£5,660	
Mentoring of Y11 Boys PP	£4,245	
Pastoral and Behaviour Support inc Mindfulness	£6,840	
		£41,056
External provision	£1,562	
Music Lessons	£1,033	
Food/Meals	£510	
Equipment/Materials	£1,357	
Uniform	£277	
Trips	£703	
		£5,443
<b>TOTAL:</b>		<b>£46,499</b>
<b>BALANCE: to be allocated in response to emerging needs</b>		<b>£8,721</b>

## Review of impact of PP Spending Summer 2017

We are pleased that the gap in achievement between PP and Non-PP students has closed significantly; particularly with regard to GCSE outcomes.

### **Year 11 Achievement 2017 Cohort**

In our 2017 Year 11 cohort, 9 of our 73 students were identified as pupil premium students. 2 of these students did not attend school during Year 11 and therefore cannot sensibly be included in a discussion of impact. The figures used below do not therefore include these 2 students.

In English, 71% of PP students achieved Grade 4 or better and 43% achieved a Grade 5 or better. 79% of non-pupil premium students achieved Grade 4 or better and 57% achieved Grade 5 or better. The gap between the 2 groups equates to the underperformance of 1 PP student.

In Maths, 57% of PP students achieved Grade 4 or better and 43% achieved a Grade 5 or better. 68% of non-pupil premium students achieved Grade 4 or better and 46% achieved Grade 5 or better. The gap between the 2 groups equates to the underperformance of 1 pp student.

In English and Maths combined, 57% of PP students achieved Grade 4 or better and 29% achieved grade 5 or better. 64% of non-pupil premium students achieved a grade 4 or better and 38% achieved a grade 5 or better. The gap between the 2 groups equates to the underperformance of 1 PP student.

Of the 3 upper ability band PP students, 100% achieved Grade 4 or better in English and Maths combined and 66% achieved a grade 5 or better. 95% of non-pupil premium students achieved a Grade 4 or better in both English and Maths and 81% achieved a Grade 5 or better. The gap between the 2 groups at Grade 5 or better equates to the underperformance of 1 PP student.

Of the 2 middle ability band PP students, 1 achieved Grade 4 or better in English and Maths combined but neither achieved Grade 5 or better in both English and Maths. This compares to 51% and 33% for Non-PP students.

Of the 2 lower ability band PP students who attended in Year 11, neither achieved Grade 4 or better in English and maths. However, neither of these students were targeted to achieve a Grade 4. No non-PP students in this band achieved a Grade 4 or better in English and Maths.

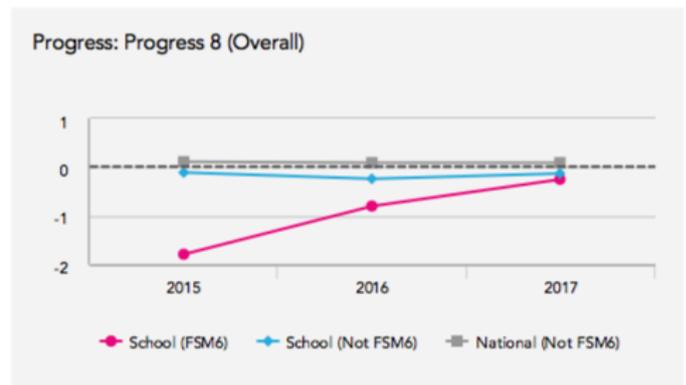
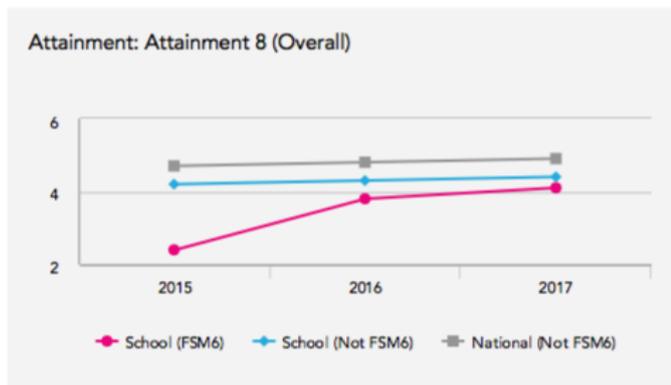
### **Progress 2017 Cohort**

The average Progress 8 score for PP students who attended was -0.25 compared to -0.13 for NPP students. **PP progress is better than 2016 (-0.49) and the gap has narrowed since 2016 (-0.12 in 2017 compared to -0.35 in 2016).**

The graphs below show the impact of our work on supporting PP students. As you can see, our work is helping to accelerate the achievement of PP students so that it now almost matches the achievement of NPP students.

## Disadvantaged pupils

### KS4 Performance for disadvantaged pupils 2017



### Progress of prior attainment bands within pupil premium students 2017 Cohort:

The pupil premium students in the upper band achieved a negative progress score, (-0.19) compared to their NPP counterparts (+0.07). **The gap for 2017 is -0.26, much smaller than the gap in 2016 which was -0.7.**

The pupil premium students in the middle band who attended in Year 11 achieved a negative progress score, (-0.43) compared to their NPP counterparts (-0.23). **The gap for 2017 is -0.2, much smaller than the gap in 2016 which was -0.94.**

The pupil premium students in the lower band who attended in yr 11 made better progress overall, (-0.14) compared to their NPP counterparts (-0.17). **The gap for 2017 is -0.03, much smaller than the gap in 2016 which was -0.25.**

It can be seen from this data that there has been a notable decrease in the size of the gap for progress for all attainment bands compared to 2016 data.

### Y11 Pupil Premium Destinations 2016-2017

100% of PP students progressed on to further education or apprenticeship in the September of 2017.

2 of our 3 upper band PP students progressed to Sixth Form, one at Ulverston High School and one at the Harris Academy, Westminster, London.

All of our other PP students progressed to College or apprenticeships.

### Year 10 Achievement (2018 Cohort)

In the first review of progress this year in October 2017, our pupil premium students are making positive progress (+0.58). There is however still a gap of 0.29 between their progress and that of non-PP students. Their progress in English, however, is currently ahead of their non-PP counterparts by 0.21. This is not matched in maths however where poor progress by 2 pupil premium students has lowered the maths progress figure to -0.48. It is intended that the maths interventions arranged over the course of this year will address this underachievement.

Achievement of 2019 Cohort (Year 9 in 2016-17)	
Indicator	Gap (2016 in brackets)
75% of PP on target or better in English as opposed to 78% NPP	-3 (-24%)
0% of PP ahead of target in English as opposed to 8% NPP	-8 (-1.4%)
69% of PP on target or better in Maths as opposed to 45% NPP	24 (-19%)
0% of PP ahead of target in Maths as opposed to 11% NPP	-11 (-7%)

Achievement of 2020 Cohort (Year 8 in 2016-2017)	
Indicator	Gap (2016 in brackets)
89% of PP on target or better in English as opposed to 86% NPP	3 (9%)
0% of PP ahead of target in English as opposed to 0% NPP	0% (0%)
66% of PP on target or better in Maths as opposed to 78% NPP	-12 (-24%)
33% of PP ahead of target in Maths as opposed to 20% NPP	13 (-6%)

Achievement of 2021 Cohort (Year 7 in 2016-2017)	
Indicator	Gap (2016 in brackets)
100% of PP on target or better in English as opposed to 86% NPP	+14% (-35%)
0% of PP ahead of target in English as opposed to 6% NPP	-6% (-14%)
100% of PP on target or better in Maths as opposed to 93% NPP	+7% (-6%)
0% of PP ahead of target in Maths as opposed to 32% NPP	-32% (-13%)

**In 9 out of the 12 measures above the picture has improved compared to 2016 and in 4 of them pupil premium students are out-performing non-pupil premium students.** Whilst it is pleasing that the early interventions are decreasing the gap it is clear that less pupil premium students manage to achieve ahead of their target in each year. A focus this year with the mentoring of these students will be to work to raise the aspirations of pupil premium students to not be limited by a target.

## Exclusions 2016-2017

Fixed Term Exclusions are significantly lower for PP students than NPP students.

	Number of Exclusions	Number of days	Pupil Premium	Non Pupil Premium
<b>Autumn 1</b>	18	41 + 1 Permanent	3	12
<b>Autumn 2</b>	4	15	1	3
<b>Spring 1</b>	4	5½	0	4
<b>Spring 2</b>	9	16	0	6
<b>Summer 1</b>	8	10½	2	6
<b>Summer 2</b>	17	27½	5	11

## Review of Key Areas for Improvement for 2016-2017

### 1. Increase percentage of PP students achieving a good pass in English and Maths

As grading systems have changed direct comparisons can't easily be made but 57% of PP students achieved 4 or better in English and maths, compared to 45% achieving C or better last year. This is a clear improvement.

### 2. Increase percentage of PP students making good and outstanding progress in English and Maths

For those students who attended in Year 11, clear improvements in progress was achieved in English and maths. This is currently on course to be repeated in English in 2018 but extra interventions in maths are needed for some students to maintain this improvement.

### 3. Increase progress 8 score for PP students

The progress 8 score improved by 0.24 for those students who attended in Year 11 compared to 2016. The projection for 2018 is for this to increase further.

### 4. Establish mechanism for accurately monitoring PP and NPP attendance from September 2016.

Whole school systems now securely embedded and tracking of PP and NPP attendance takes place monthly to support our post Ofsted School Improvement Plan.1

## Key areas for improvement 2017-2018

### 1. Increase percentage of PP students achieving a good pass in English and Maths

### 2. Increase percentage of PP students making good and outstanding progress in English and Maths

### 3. Increase progress 8 score for PP students

## How do we plan to spend out PP funding for 2017-2018 to address these key areas for improvement?

We have set out the following plan for the spending of our PP budget for 2017-2018. The impact of this spending will be review at each Assessment Point during the academic year which are scheduled for October, December, February, May and July.

PUPIL PREMIUM 2017-18	
<b>ALLOCATION TBC</b>	<b>£55,220.00</b>
TLRs	£18,836.50
Maths - extra group Y11 - 8hpf	£5,717.08
English - extra group Y11 - 8hpf	£5,717.08
Easter Revision 5 staff @ 10h	£1,862.00
Summer 1:1 Tuition Y11 - 8 staff @ 12h	£3,575.00
Y11 boys mentoring - Acu/Sra/Cje total 6hpf	£4,287.81
Behaviour Support Support Kev/Mta	£6,908.40
Eng & Maths 1:1 tuition Y7 - Y10	£2,820.00
External provision	£1,577.62
Music Lessons	£1,043.33
Food/Meals	£515.51
Equipment/Materials	£1,370.98
Uniform	£280.14
Trips	£709.61
	<b>Staffing</b> <b>£46,903.88</b>
	<b>Other</b> <b>£5,497.20</b>
<b>TOTAL:</b>	<b>£55,221.08</b>
<b>BALANCE:</b>	<b>-£1.08</b>