

**PUPIL PREMIUM POLICY and STRATEGY
2017-2018
Including IMPACT DATA**

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. (FSM6)
- 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						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019
PP Numbers	53	46	55.50	52	52	61
@ £	900	935	935	935	935	935
Total PP Funding	47,700	43,010	51,893	48,620	£52,385	£57,225
Additional Funding	1,100	1,433	6,000	6,600	0	0

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	11	15	7	12	12

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, our annually appointed TLR3 Pupil Premium champion and Mrs S Wileman, School Business Manager. This team work closely with Miss G Anderson, TLR 3 post holder for Attendance and Ms S Rainey, Deputy Headteacher and strategic lead for Attendance, as this is one of the key barriers to achievement for PP students at The Lakes School.

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.

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 and our Pupil Premium Champion 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 present with 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 and a need for personal development in the areas of confidence and resilience
- 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, maintaining a dialogue with identified students and removing barriers to their progress.

Half 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.

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 receive regular pastoral support via their Form Tutor or our core pastoral team to support them with overcoming their specific barriers to learning.

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 will be employing during the academic year 2018-2019.

- 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 1 to 1 meetings with PP students, 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 with an enhanced transition programme.

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 in line with our programme which is set out against Gatsby benchmarks.

Expenditure in 2017-2018 Academic Year

PUPIL PREMIUM 2017-18			
ALLOCATION			£ 52,385
Budgeted £53,320 - excl pupil deducted			£ 52,385
Exp: existing staffing			
TLRs	£ 18,837		
Maths - extra group Y11 - 8hpf	£ 5,717		
English - extra group Y11 - 8hpf	£ 5,717		
Easter Revision 5 staff @ 10h	£ 1,862		
Summer 1:1 Tuition Y11 - 8 staff @ 12h	£ 3,575		
Y11 boys mentoring - Acu/Sra/Cje total 6hpf	£ 4,288		
Behaviour Support Support Kev/Mta	£ 6,908		
			£ 46,904
Exp: Other			
External provision	£ 1,021		
Music Lessons	£ 1,660		
Food/Meals	£ 691		
Equipment/Materials	£ 1,537		
Uniform	£ 280		
Trips	£ 1,227		
			£ 6,416
Total:			
			£ 53,320
TOTAL:			
BALANCE:			-£ 935

Review of impact of PP Spending Summer 2018

We are particularly proud of the progress we are making with our PP students. Most notably, 100% (all 11) of our Year 11 PP students moved on to further education; this is reflected in the chart below. Our key role is to ensure that all of our students leave The Lakes School with the aspirations, skills, knowledge and understanding and qualifications to help them continue their learning and live a happy and successful life whilst making a strong contribution to their community; we continue to provide an environment where all of our students are supported in to further education or employment with training.

Y11 Pupil Premium Destinations 2017-2018

100% of Year 11 PP student progress on to further education or employment with training.

Year 11 Pupil Premium Student Destinations 2018 (11 Students)	
Sixth Form at The Lakes School: Level 3 Study	2
Kendal College: Level 3 Study	3
Kendal College: Level 1 and 2 Study	5
Apprenticeship in Hospitality Industry	1

Year 11 Achievement 2018 Cohort

In our 2018 Year 11 cohort, 11 of our 81 students were Pupil Premium.

Achievement			
Indicator	The Lakes School PP Students	The Lakes School Non-PP Students	Commentary
Progress 8	-0.47 (National Average -0.4)	+0.19	
English Progress 8	-0.16 (2017 -0.86)		6 out of 11 PP students made good progress or better in English and 2 made outstanding progress. 6 students achieved a positive progress score for English.
English Grade 4+	54%	87%	
English Grade 5+	46%	73%	
Maths Progress 8	-0.61 (2017 -0.59)		3 out of 11 PP students made good progress or better and 1 made outstanding progress.
Maths Grade 4+	18%	87%	
Maths Grade 5+	18%	57%	
Middle Attaining Students Progress	-0.48	+0.19	
Lower Attaining Students Progress	-0.55	+0.19	

Year 10 Achievement (2019 Cohort)

In the first review of progress this year in October 2018, our pupil premium students are making positive progress (+0.27). There is however still a gap of 0.08 between their progress and that of non-PP students. This gap is much smaller than it was at this stage last year. Their progress in English is also positive with a similar-sized gap between themselves and their non- PP counterparts. In maths, PP progress is currently ahead of their non-PP counterparts by 0.16.

Achievement of 2020 Cohort (Year 9 in 2017-18)	
Indicator	Gap (2017 then 2016 in brackets)
14% of PP on target or better in English as opposed to 34% NPP	-20 (-3) (-24)
0% of PP ahead of target in English as opposed to 9% NPP	-9 (-8) (-1.4)
29% of PP on target or better in Maths as opposed to 45% NPP	-16 (+24) (-19)
0% of PP ahead of target in Maths as opposed to 19% NPP	-19 (-11) (-7)

Achievement of 2021 Cohort (Year 8 in 2017-2018)	
Indicator	Gap (2017 then 2016 in brackets)
82% of PP on target or better in English as opposed to 64% NPP	18 (3) (9)
36 % of PP ahead of target in English as opposed to 27% NPP	9 (0) (0)
100% of PP on target or better in Maths as opposed to 75% NPP	25 (-12) (-24)
42% of PP ahead of target in Maths as opposed to 31% NPP	11 (13) (-6)

Achievement of 2022 Cohort (Year 7 in 2017-2018)	
Indicator	Gap (2017 then 2016 in brackets)
92% of PP on target or better in English as opposed to 96% NPP	-4 (+14) (-35)
8% of PP ahead of target in English as opposed to 4% NPP	4 (-6) (-14)
83% of PP on target or better in Maths as opposed to 94% NPP	-11 (+7) (-6)
42% of PP ahead of target in Maths as opposed to 52% NPP	-10 (-32) (-13)

In last year's Year 7 and 8 it is a promising picture with gaps narrowing and even the situation in Year 8 where PP students are making better progress than NPP students. A focus last year with the mentoring of these students was to work to raise the aspirations of pupil premium students to not be limited by a target.

Our 2017-2018 interventions and support for PP students demonstrate that the achievement of PP students is improving across the school.

Attendance 2017-2018

The attendance of our PP students was a key area for improvement for 2017-2018 and the interventions by the Student Development Team secured significant improvement in the attendance of our PP students.

58% of PP students achieved attendance of over 90%

31% of PP students achieved attendance of over 95%

31% of PP students demonstrated improvement in attendance over the year following support from the Student Development Team.

47% of PP students demonstrated improvement in attendance from December 2017 to July 2018.

Exclusions 2017-2018

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

	Number of Exclusions	Pupil Premium	Non Pupil Premium
Autumn	20	6	14
Spring	18	3	15
Summer	10	1	9

Review of key areas for improvement 2017-2018

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

This was partially achieved. The PP cohort of 2018 achieved below NA APS on entry, with no students of the upper ability band and a lower average KS2 points score compare to 2017.

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

This was achieved in English and Maths, with a greater percentage of PP students making positive progress than non PP students. In maths, the percentage of PP students making good progress also increased though less markedly than English.

3. Increase progress 8 score for PP students

This was not achieved but the PP Progress 8 score was in line with national average. NA PP P8 score is -0.4 and the school PP P8 score was -0.43

How do we plan to spend our PP funding for 2018-2019 to address these key areas for improvement?

We have set out the following plan for the spending of our PP budget for 2018-2019. The impact of this spending will be reviewed at each Assessment Point during the academic year which are scheduled for October, December, February, April and July.

PUPIL PREMIUM 2018-19	
ALLOCATION - ACTUAL	£ 57,225
Expenditure to support existing staffing	£ 18,312
TLRs x 7 £2,000 costs £2,616	
Pastoral Support	£ 7,500
Specific Allocation for PP Student Needs	£ 31,413
Total:	£ 57,225

The specific allocation of £31,413 provides a sum of approximately £600 for bespoke support for identified needs of individual PP students.

The Pupil Premium Action Plan below sets out our four key areas for improvement and associated specific targets.

Key areas for improvement 2018-2019

1. Increase Progress 8 score for PP students
2. Decrease the gap between progress of PP and NPP students in Year 11.
3. As in previous years, ensure that all Year 11 PP students move on to appropriate destinations.

Pupil Premium Action Plan 2018-2019		
Focus Area	Actions	Planned Impact by Summer 2019
A Teaching and Learning	A1 Appoint Pupil Premium Champion Teaching and Learning October 2018. A2 PPC T&L develops vision with T&L TLR3 post holder for supporting PP students through classroom practice.	100% of PP students making positive progress by AP5 as indicated by Progress 8 figure in Y11 and Y10 or on target across subjects in Year 7, 8 and 9. Close the Progress 8 gap between PP and NPP students.
B Aspirations and Careers	B1 Appoint Pupil Premium Champion Aspirations and Careers October 2018. B2 PPC Aspirations and Careers develops vision with Head of Humanities for supporting PP students through aspirations and careers programme.	100% of Year 11 PP students move on to further education or employment with training. 100% of Year 11 and 10 PP students to access a careers meeting. 100% of Year 9 PP students supported through their options choices. 100% of Year 8 students supported through their options choices. 100% of Year 7 students access an early conversation about their aspirations.
C Pastoral Support	C1 Whole school systems continue to target support at PP students with identified needs. C2	100% of PP students with identified needs access appropriate internal and external support so that they can engage fully in school life and attend well.
D Attendance	D1 Whole school systems continue to target support at PP students with identified needs. D2	100% of PP students with identified attendance issues to access support and show improvement in attendance over time.