

Pupil Premium Policy

Poltair School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Student Services Centre as well as targeted support where needed to remove barriers to learning.

Pupil Premium Policy 2017-18

Pupil Premium 2017-2018	
Number of Pupils Eligible	265
Total PP funding received	£238860

% of students eligible for FSM

Year group	% PP	LAC - number
7	41%	2
8	37%	1
9	45%	0
10	36%	1
11	43%	0

Impact of the 2017-18 expenditure on students eligible for Pupil Premium – Summary

265 students were eligible for the Pupil Premium.

Progress 8 Score in 2018 for students entitled to Pupil Premium funding was -0.49, compared with -0.14 for the whole cohort. Progress 8 score in 2017 for students entitled to Pupil Premium funding was -0.32, compared with +0.11 for the whole cohort. The overall P8 gap between PP and non-PP narrowed from -0.64 in 2017 to -0.38 in 2018

The Attainment 8 score in 2018 for students entitled to Pupil Premium funding was 35.38 compared with 41.69 for the whole cohort. The Attainment 8 score in 2017 for students entitled to Pupil Premium was 33.69 compared with 42.93 for the whole cohort. The Attainment 8 Gap has narrowed according to the latest results from a difference A8 score of 9.24 in 2017 to 6.31 in 2018.

The proportion of Pupil Premium students securing Grade 4 in both English and Mathematics in 2018 was 39% compared with 51% for the whole cohort. This represents a 12% difference at this threshold. In 2017 Pupil Premium students achieved 29% Grade 4 in English and Mathematics compared with 47% for the whole cohort. This represents an 18% difference. In 2016 the proportion of Pupil Premium students securing this equivalent threshold (Grade Cs and above in English and Mathematics) was 26% which means there has been a three-year improvement in Pupil Premium students achieving a good pass in English and Mathematics.

The attendance of Pupil Premium students for the academic year 2017-18 was 93.48%. For the whole cohort the figure was 94.96%. In 2016-2017 the figures were 93.5% for Pupil Premium students compared to 95.2% for the whole cohort.

Persistent Absence (>10%) amongst Pupil Premium students for the year 2017-18 was 21%.

The proportion of Pupil Premium students who received a fixed term exclusion in 2017-18 was 13.49%. This compares with Pupil Premium students who received a fixed term exclusion in 2016-17 was 11.6%, a reduction from 14.6% two years previously. The exclusion rate compares with 6.4% for the whole cohort.

Pupil Premium Objectives 2017-18

There were five main Pupil Premium Objectives, identified in Poltair School's 2017-18 School Development and Improvement Plan

Objective	Success Criteria	Action Taken	Impact/Next Steps
To ensure that all disadvantaged students benefit from the very best first teaching where planning takes into account their specific needs and their potential barriers to learning.	<p>Monitoring activities indicate that disadvantaged students complete work to the same high standard as all other students</p> <p>Most teachers meet the whole school objective in their Performance Development</p> <p>Attainment 8 for disadvantaged students is 40.0</p> <p>Progress 8 for disadvantaged students is >0 or is improving at a faster rate than for all students</p>	<p>All teachers explicitly plan to meet the needs of at least two underachieving disadvantaged students in each class they teach.</p> <p>All teachers are required to identify key focus group of students in each lesson they teach.</p> <p>All teachers have a requirement to focus on PP students included as the whole school Performance Development objective</p> <p>All teachers (without leadership responsibility) given additional planning time (1 lesson per rotation) to support planning</p> <p>The use of Class Charts is developing as a package to provide precise information on students, their needs and the deployment of strategies to improve their learning.</p> <p>Pupils have taken part in surveys such as; Pupil Attitudes to Self and School with the aim to productively identify pupils own thoughts on reasons behind low attainment, to identify potentially disaffected and vulnerable students and to inform best choices about possible intervention strategies for teachers in developing student learning.</p>	<p>Focus of whole school planning to identify HOT questioning skills within planning. This has been centrally coordinated to ensure that teachers plan effectively.</p> <p>Some departments successfully utilise PP Action Plans for individual classes. Best practice will be shared with other departments</p> <p>Attainment 8 for disadvantaged students increased 2017-18 results and the gaps between PP students at the Grade 4 threshold in English and Maths have narrowed although the ambition for this needs to be that PP students continue to have a clear focus.</p> <p>Academic Review Tutor evenings with an aspect focusing on attendance and punctuality</p> <p>Class Charts has been introduced at Poltair and is evolving in terms of effective utilisation.</p>
To continue to use and develop the focus and capacity of the Student Services team to close the	Persistent Absence for disadvantaged students is < 13%	Year Team Managers continue to be deployed this year to jointly respond to both the immediate challenges of non-attendance or poor behaviour amongst students, especially the disadvantaged but also to broker, support and deliver key targeted interventions	<p>Whole School PP Attendance 2017-18 93.19%</p> <p>Whole School PP PA 20.78%</p>

<p>gaps for disadvantaged students both in terms of attendance, behaviour and well-being.</p>	<p>Gaps are significantly reduced for all behaviour measures between disadvantaged students and all other students</p>	<p>that lead to better engagement, attendance, behaviour and student progress</p> <p>The school has used an Educational Welfare and Engagement Officer alongside the Family Support worker, to ensure that families of students who are at risk of disengagement receive appropriate challenge and support</p> <p>The Applied Learning Teacher specifically delivers in school bespoke short-term curricular provision to ensure that students at risk of disengagement within school or returning to the school after significant breaks in their schooling, are appropriately supported and achieve early successes in their learning</p> <p>As part of a school wide Mental Health plan, the school has employed TIS approaches across the Student Services team in order to better deliver targeted interventions for vulnerable students.</p>	<p>Whole School Attendance PP 93.48%, 94.56% whole cohort</p> <p>Engagement work with PP families</p> <p>Focus in tutor briefings in raising the profile of key attendance issues.</p>
<p>To raise the aspiration and ambition of disadvantaged students in order to ensure that they have a parity of experience in terms of learning opportunities, curriculum enrichment and planning for their future adult lives</p>	<p>NEETs for disadvantaged students are <4%.</p> <p>Year 10 disadvantaged students all have clear post 16 plans to aspire to and work towards</p> <p>Disadvantaged pupils have equitable access to all forms of the extended curriculum</p>	<p>Through the regular review of individualised study programmes, the curriculum design seeks to maximise the achievement of disadvantaged students and that wherever possible they follow a broad and balanced curriculum.</p> <p>The school continues to ensure that pupil premium students are provided with the opportunity to study the EBacc suite of subjects and are encouraged to do so.</p> <p>The school commits to ensuring that all students and disadvantaged students leave with an appropriate quantity of grades as well as maximizing the quality of these grades.</p> <p>Disadvantaged students have access to essential curricular opportunities and thereby have a fully inclusive educational experience. These include:</p> <ul style="list-style-type: none"> - Geography field work - Art educational visits 	<p>Specific Tutor Team leadership time is used to prepare, shape, deliver and evaluate careers provision for all year groups</p> <p>A PP Allocations Policy has been created to rationalise the funding requests for additional PP funding</p> <p>Disadvantaged pupils have been funded for extra visits and opportunities across the year</p>

		<ul style="list-style-type: none"> - Writing workshops - Science more able master classes - Music tuition - Theatre and performance opportunities <p>The school employs the use of specific careers advice and guidance on an individual / small group basis for disadvantaged students and others at risk of disengagement. This has been secured through Career 4U and Careers South West</p>	
To utilise targeted interventions and support, including teaching assistants in all subjects, facilitating high quality support of disadvantaged students	<p>Additional staffing is always directed to support those most in need</p> <p>Both pupils and parents are equipped with appropriate knowledge and resourcing to self-support good progress</p>	<p>Specialised Teaching assistants deliver specific interventions to individuals or small groups of identified students during curriculum time.</p> <p>Teachers deliver after school booster sessions for students most at risk of underachieving, and, disadvantaged students.</p> <p>Additional staffing resources are used to ensure that students most at risk of not fulfilling their full potential receive personalised curriculum and study plans</p> <p>Resource packs, revision guides and study support packages provided across the curriculum.</p> <p>Additional support provided to families of disadvantaged students in how to help children make a success of their study beyond school.</p>	<p>Programme of targeted intervention sessions with Year 11 classes has been fully established giving pupils opportunities for targeted support after school in both core and foundation subjects</p> <p>New Academic Review Tutor and Parent meetings have been set up to discuss pupils overall and academic progress</p> <p>Subject briefings focus on strategies for PP pupils</p> <p>Easter Revision programme has been provided with school funding transport and provisions for PP Pupils</p> <p>Resource packs and high-quality revision materials continue to be sourced and provided for PP Pupils</p>
To ensure that all leaders at all levels are proactive, promoting, developing and evaluating actions to close the gap for	All leaders maintain a high profile in all their actions to supporting and delivering on behalf of underachieving disadvantaged students	<p>All pupil progress captures require all leaders to report on pupil progress data overall and by key groups, including disadvantaged students and to identify key actions to be undertaken as a result.</p> <p>All Year 11 RSL meetings with CTLs require clear reporting on the progress of disadvantaged students and clear identified plans to be in place for any that are underachieving.</p>	<p>Data is analysed at CTL, SLT and classroom teacher level</p> <p>A Planning for Progression meeting process has been created to enable pupil level conversations to take place</p>

<p>disadvantaged students, in terms of attendance, engagement and achievement</p>	<p>Leaders routinely monitor the progress of disadvantaged students and organize interventions as appropriate</p> <p>Leaders ensure that all teachers are identifying the barriers for individual disadvantaged students and are planning for in class interventions to support their learning and accelerate their progress</p>	<p>PiXL membership retained to provide leaders with clear networking opportunities to verify standards and make decisions about interventions with greater assurance.</p> <p>All Performance Development objectives identify quantifiable targets for disadvantaged students in their classes / subject / year group.</p> <p>At the termly review of Performance Development, leaders will appraise the progress each member of staff has made in meeting the needs of disadvantaged students and their proximity to realising their statistical target, brokering next steps as appropriate</p>	<p>Data is entered in collaboration in teams and Pupil Premium promise students are identified</p> <p>Clear success criteria is developed in all subjects for lessons to enable Pupil Premium pupils the necessary structures to understand expectations and requirements</p> <p>RSL meeting currently focus strongly on achievement and progress of Pupil Premium pupils</p>
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Table showing Pupil Premium grant spending for 2017-18

The PP allocation for 2017-2018 was £238860. This was allocated in line with the above 5 PP objectives. Table highlighting PP allocations 2017-18:

APPROACH	DETAILS	COST	IMPACT
Teacher planning	Dedicated planning time so all teachers can target disadvantaged students and plan for learning needs – use of progress data, class charts and pass surveys	£44,500	Disadvantaged results P8: -0.49; A8: 35.38 PP/non-PP gap has decreased. Directed time to focus on PP pupils and ensuring provision in place
Behaviour and engagement	Key professionals (Year Team Managers and Applied Learning Teacher) used to broker, support and deliver targeted interventions for disadvantaged students who need to engage more positively with their learning.	£52,000	FTE's for disadvantaged students: 14.1% in 2015 11.6% in 2017 13.49% in 2018
Attendance and engagement	Key professionals used to broker, support and deliver targeted interventions for disadvantaged students with poor or declining attendance.	£70,000	Attendance of disadvantaged students: 2015 88.7% 2017 93.5% 2018 93.19%
Student well being	Develop the role of the School Counsellor and TIS strategies across the school so that targeted interventions best support vulnerable students.	£11,000	Pass Survey has evidenced greater student happiness and well being
Curriculum support	Provision of individualised study support programmes for Year 11 underachieving disadvantaged students to maximise achievement.	£20,000	Disadvantaged results P8: - 0.49; A8: 35.38 Attainment Gap Decreased PP/non-PP
Extra-Curricular Opportunities	To ensure that all disadvantaged students have at least equal access to key educational experiences.	£10,000	Range of opportunities available including support for visits / activities
Careers Guidance	To ensure that all underachieving disadvantaged students in Years 9 – 10 have the greatest access to the very best independent careers advice and guidance.	£10,000	All disadvantaged students will have clear post-16 plans in place by Year 11 and all students remain non-NEET by the end of Year 12
Specialised Interventions	Teaching Assistants deployed in English and Mathematics to ensure that underachieving disadvantaged students receive additional support for their learning both in class and out of class.	£12,500	Impact addressed below in the English and Maths section
Examination Preparation	Additional materials, resources and study aids will be provided to Year 11 disadvantaged students so that they are able to support their own structured self-study in their last year at school.	£7500	Disadvantaged students in Year 11 will be able to demonstrate greater resilience in their preparations for examination style assessment.

Leadership Time	Directed time allocated for Curriculum Team Leaders to use curriculum time to share best practice in relation to the selection and support for teacher planning in meeting the needs of disadvantaged students; to moderate standards of work and ensure that expectations and the output of disadvantaged students is the same for all students, to monitor and challenge progress with teachers during performance Development review meetings.	£4500	Vast majority of teachers will meet the whole school objective of developing, through their planning, pedagogical approaches that support the learning of underachieving disadvantaged students and as a result of this be able to demonstrate their accelerated progress.
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Table showing specific Pupil Premium interventions 2017-18

Area of Spend	Description of Intervention	Impact / Next Steps	Links to Sutton Trust Educational Endowment Fund Research
New improved marking and feedback policy	Leadership and all staff training. Specific Pupil Premium work scrutiny to identify any gaps in expectation, challenge and presentation and organisation of work.	PP focus in teacher Performance Development Reviews Working group has trialled approaches to improve feedback at Poltair School. New assessment and feedback policy to be created Production of an effective feedback guide	Feedback - high impact for low cost (+8)
Class Charts Package	Investment in new Class Charts package that can be used to organise classrooms with Pupil Premium students identified.	Class Charts introduced at the end of 2016-17. This continued to be rolled out 2017-18	Behaviour and rewards interventions – moderate impact for moderate cost (+3)

	<p>Class Charts utilised to acknowledge underperforming PP groups.</p> <p>Class Charts utilised to acknowledge any gaps in whole school rewards and sanctions for PP v non PP students</p>	<p>Standing item on Line Management agendas on rewards and behaviour to ensure consistency of approach</p> <p>Fortnightly achievement assemblies to recognise progress in academic achievements.</p> <p>Assessment of impact will be completed during 2017-2018</p>	
<p>Learning resources to support Pupil premium independent learning</p> <p>Revision guides</p> <p>Resources / stationary</p> <p>Praise postcards / stickers</p>	<p>Revision guides provided for all Pupil Premium Students.</p> <p>Art materials provided to year 9 and year 10 PP students to support project work at home.</p> <p>Equipment provided to Tutors to provide PP students with stationary for all lessons</p>	<p>Students have greater access to learning materials at home. This allows for improved quality of homework and preparation for classroom assessments.</p> <p>Homework is planned into the scheme of learning, so homework is relevant to students learning and develops/consolidates classroom activities. Class charts homework function has been used to ensure that clear and structured work is set. This is monitored by SLT and through the LM process</p> <p>Continue to promote homework so working at home becomes a habit for students leading to better revision programmes and more independent work for KS4 students.</p>	<p>Learning styles – improving support for independent learning – low impact, low cost (+2)</p> <p>Individualised instruction – moderate impact, low cost (+3)</p>
<p>PIXL membership</p>			

Including PiXL courses for students	<p>Embedding of the PiXL community at Poltair to target interventions at the most vulnerable and underperforming students including disadvantaged.</p> <p>Use of PiXL strategies including PLCs, PiXL curve at Poltair and a range of initiatives</p>	<p>PiXL curve predictions in English and Maths were accurate 2017-18</p> <p>Several PiXL strategies to be rolled out and fully implemented during 2017 – 2018 including introducing new strategies across several new subjects.</p> <p>Clear focus of improving challenge, closing the gap and stretching underperforming PP students</p>	<p>Small group tuition – moderate impact, moderate cost (+4)</p> <p>Individualised instruction – moderate impact for low cost (+3)</p>
Additional music 1:1 lessons for all year 7 and 8 Pupil premium students and GCSE Pupil Premium students	<p>All pupil premium students in year 7 & 8 given 1:1 music therapy.</p> <p>All GCSE Pupil Premium students timetabled for 1:1 Peripatetic lessons.</p>	GCSE Music has achieved positive A8 and P8 scores over the last two years	One to one tuition – moderate impact for high cost (+5)
Catering ingredients for all Pupil Premium Students	All Pupil premium students are provided with food ingredients so that they can fully participate in all practical lessons so that they can develop their practical and evaluative skills.	GCSE Food students continue to be supplied with access to Food ingredients and materials	Aspiration intervention
Year 11 group intervention - Maths - English	English and Maths small groups intervention with an appointed English & Maths tutor.	Strong student and parental engagement with interventions brokered.	Small group tuition – moderate impact for moderate cost (+4)

<p>Easter and Half term revision / exam prep sessions</p> <p>Staffing Refreshments Year 11 exams PEP Refreshments</p>	<p>Teachers planned and delivered additional lessons in school holidays and after school.</p> <p>Transport provided to enable PP students to attend</p>	<p>Bespoke targeted tutor group to be created for pupils</p> <p>Support for interventions to be continued in terms of organising transport and refreshments</p> <p>Impact of interventions to be measured through RSL process</p>	
<p>Alternative Curriculum provision</p> <ul style="list-style-type: none"> - Prince's Trust - Forest schools provision - Cornwall College - CHES - Acorn Academy <p>Tutors to support Students</p>	<p>Students identified as needing a different format of education to move themselves forward with their social interactions, behaviours and attitude. We used providers such as BF Adventure.</p>	<p>Reduction in behaviour points with key PP students</p> <p>Appropriateness of different provisions to be examined 2018-19 and measure success criteria of each provision</p>	<p>Aspiration interventions</p>
<p>Additional careers advice and guidance for identified Pupil Premium</p>	<p>1:1 career meetings with identified students</p>	<p>Year team leaders have greater focus on careers – tutor programme and careers advice and guidance bespoke for PP students – options / college / universities</p>	<p>Aspiration interventions</p> <p>One to one intervention – moderate impact for high cost (+5)</p>

students		Colleges to be invited to Academic Review tutor evenings and GCSE success fair	
Subject specific revision guides and work books eg. RE, MFL, PE	Students given access to revision guides designed to close the gap in terms of literacy and offer structured support to PP students Effective use of revision materials out of lessons	Continue to identify areas of weakness within the curriculum of knowledge and understanding for PP students. Using RSL meetings to provide strategies for improving PP performance	Homework (Secondary) – moderate impact for very low cost (+5)
Rewards for improved or 100% attendance with Pupil Premium students	Year Team Leaders/Year Managers given specific groups to focus on to set targets.	Overall school attendance has been 94.96% 2017-18 and 95.66% in 2016-17 Attendance for Pupil premium students in July 2016 was 93.48%, an improvement from 88.7% at the end of the previous year. In 2017 this figure was 93.90% and in 2018 this figure was 93.48%.	Behaviour interventions – moderate impact for moderate cost (+5)
Uniform and equipment	Ensuring that PP pupils have barriers removed, especially when it is uniform or equipment that become the reasons for poor attendance at school.	Students monitored by form tutors for those who frequently fail to bring equipment. Curriculum areas to provide resources where needed.	School uniform
PP boys group	Year Managers have specific interventions which are focused on PP students	A boys targeted tutor group has been set up to support 12 students with targeted approach	Behaviour interventions – moderate impact for moderate cost (+5)

PP focus on attendance	YTLs to monitor the attendance of PP each fortnight. Swift AIMs meetings take place and EWO referrals		
Improved targeted use of EWO and Family Support Worker to focus on students who are PP + Low Attendance + Family Barrier.	The role of the Family Support Worker to ensure that the appropriate support is in place for any peripheral family issues, engaging parents in parenting courses and supporting their children and their behaviour.	New planners and uniform issued, Forest School, praise report from VW, SLT report, personalised seating plans, Counselling, lions quest, report to tutor, timeout card if required, separate from influential students in nurture group, Ehhub, CLEAR intervention, organisation wrist bands	Behaviour interventions – moderate impact for moderate cost (+5)
Year Managers Intervention to improve engagement and reduce behaviour points	The 5 Year Managers have a key list of ‘High tariff’ students where they implement interventions and put provision in place in school to reduce instances of poor behaviour.	<p>As an example the following types of interventions were run by support staff:</p> <ul style="list-style-type: none"> • Organisation • BS to improve parental engagement • Engagement in learning • Attachment • Emotional literacy • Language • Self Esteem • Sensory activities <p>The following strategies/ resources were used either as part of these interventions or as additionality:</p> <p>New planners and uniform issued</p>	Behaviour interventions – moderate impact for moderate cost (+5)

		<p>forest school as an intervention</p> <p>Praise reports with bespoke rewards</p> <p>personalised seating plans</p> <p>Forest Schools as a reward</p> <p>Counselling, lions quest timeout card to access emotionally available adult nurture groups</p> <p>CLEAR intervention organisation wrist bands</p> <p>memory key and other digital equipment</p>	
School Counsellor	<p>As part of the school's wrap around student services, the school employs a Counsellor to act as appropriate response and intervention for students (including disadvantaged) who are underachieving and whose barriers to success require this level of pastoral support.</p>	<p>The students who have been on interventions with the school counsellor have responded very positively. The impact assessments undertaken have shown that the students felt that the opportunity to open up to a counsellor gave them the outlet to help them through social and emotional issues. In many cases the students involved in this intervention has improvements in Behaviour and Attendance</p>	<p>Behaviour interventions – moderate impact for moderate cost (+5)</p>
<p>Enrichment: Trips and Visits</p> <p>Art Trip London Jan 18</p> <p>End of term / end of year reward trips</p>	<p>Pupil premium students have access to part funding in order to enable them to access and engage in a range of extra-curricular visits and trips. The school offers a range of visits to London, as well as many local attractions</p>	<p>Pupil premium students were engaged and focused – achieving well in Art and Humanities as a result of these visits.</p> <p>Investigate linking enrichment opportunities to the curriculum. Clearly focusing on giving access to opportunities students may not otherwise undertake</p>	<p>Aspiration interventions</p>

Promoting access to higher education	Pupils given opportunity to travel to careers fair	Pupils given opportunity to experience different options available.	Aspiration interventions
Collaborative Art and Literacy Project	Pupils taken to Wheal Martin	Pupils used the experience to produce pieces of work based on the visit. Work has been used as exemplars across Cornwall as well as a Poltair exhibition at Wheel Martyn	Aspiration interventions
Mentoring	Key boundary leapers in Year 11 identified to receive personalised assertive mentoring from senior member of staff.	Improved student achievement in Year 11 examination outcomes.	Mentoring – low impact for moderate cost
Transition	Spring term outreach work with primary schools to identify vulnerable youngsters Release time for YTL / SENDCO	Throughout the Spring and summer terms, there is a comprehensive package of outreach activities with Primary schools. This includes our SENDCO and Lead on Transition being released to go to each Primary to ensure that the handover information is as detailed as possible. We use funding to support families early on. The PP families are identified and using data students with poor attendance or poor behaviour and/or underachieving will be targeted for support.	