



## 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 2014-2015

### Overview of the school

In 2014 – 2015 Poltair School received **£260,305** to support Pupil Premium students. This can be broken down further into the following categories.

1. Free School Meals Ever 6 £245,905
2. Looked After Children £ 12,600
3. Service Children £1800

**Total £260,305**

In addition this year, any students who have been **adopted** from care on or after 30 December 2005, or left care under a **special guardianship order** or a **residence order** qualify for the Pupil Premium Grant of £1,900

**If you feel your child meets any of the above criteria and you are in need of some financial support for any activity within the school please do not hesitate to contact Mrs Tammy Brain, Assistant Headteacher on 01726 874520.**



### **Objectives when spending the Pupil Premium Grant**

- To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low income families.
- To improve the provision and opportunities for PP students in every lesson as part of an Inclusive School where every child can and will succeed.
- To provide extensive pastoral, social and emotional support for students who experience barriers to their learning.
- To provide support required to improve attendance.

**Table showing Pupil Premium Grant spending for 2014-2015. The impact of the spend will be completed in August 2015 following GCSE results.**

**Pupil Premium Spending Plan | Poltair School | Academic Year 2014-2015 | Updated Summer 2015**

Outcomes of Disadvantaged Students 2015 5ACEM	5A*CEM	3L Eng	3L Math
2015 PP	44%	59%	54%
2015 Non-PP		69%	58%
Gap		10%	4%
2014 National	36%	58%	48%

Area of Spend	Cost	Description of intervention *where identified by Sutton Trust/Hattie	Intended Outcome	Impact of the intervention (October 2015)
Literacy & Numeracy Progress Groups	£25,000	<p>This is a specific programme of support targeted at those pupils who join the school with prior attainment in English below Level 4. The programme runs during English &amp; Mathematics lessons in Years 7 and 8.</p> <p><i>*small group tuition +4months impact</i>  <i>*parental involvement(paired reading) +3months impact</i>  <i>*oral language interventions +5months impact</i>  <i>1-1tuition +5 months impact</i></p>	<p>Greater rates of progress in English and Maths. Improved grades achieved. Progress of PP students should increase.</p>	<p>Specially trained Teaching Assistants for English and a KS2 / 3 specialist teacher worked with small groups of pupils who entered the school with a KS2 score of below a Level 4 (national average). The progress of the groups was monitored by an English &amp; Mathematics specialist. The teaching assistants and teacher provided intensive support for pupils so that they were quickly able to catch up and progress to Level 4 by the end of Year 7 and Level 5 in Year 8. The focus in English was on Reading Recovery and the use of synthetic phonics. There was significant success with students achieving a C grade who would not have achieved this without the support of this HLTA. 59% of Poltair School's Pupil Premium students in Year 11 made at least 3 levels of progress in English in 2015. In Maths, Pupils in Year 11 receiving small group tuition went on to do well in their GCSE's, with 50% of the pupils achieving at least 3LOP.</p>

Accelerated Reader	£7,500	Used in Year 7 and 8 to personalise the reading of our students and improve reading ages. Students are able to use the programme in order to support selecting of books; teachers are also able to use the programme to check understanding and reading levels. It is also a chance to check their comprehension and put in place intervention for those students who are not making the recommended progress on the programme. On average, the Accelerated Reader programme improves reading ages by between 3 and 6 chronological years.	Reading ages of children increase and as a result enable them to access the curriculum across the school	Of the students following the accelerated reader programme 77% have made one or more years progress on their reading age.
Show My Homework	£960	Students and parents are able to access their homework online. Resources and hand in facilities can also be used to encourage children to complete their homework.  <i>*homework +5months impact</i>	Reports generated from Show My Homework and behaviour data will show a decline in the number of non submissions of homework	
RAP Mentoring & Revision Sessions	£12,300	Actions taken to provide additional support: <ul style="list-style-type: none"> <li>• Mentor assigned to each student</li> <li>• 1:1 mentoring sessions completed every fortnight</li> <li>• Revision skills workshops provided to students to improve confidence levels prior to the examinations</li> <li>• Revision classes held during Easter and May school holidays to provide additional support lessons</li> <li>• RAP meetings held twice per half term to discuss the progress of each student and to</li> </ul>	The progress of students across the school is monitored to ensure that all students achieve at least their potential.	There were 7 students who were identified as part of the RAP group. Of these 4 were Pupil Premium all of whom achieved 5A* - C inc EM. The same number achieved 5A* - C

		<p>identify additional support required especially around the successful completion of controlled assessment</p> <ul style="list-style-type: none"> <li>Revision guides and exam materials provided to each PP student</li> </ul>		
Exam Preparation Refreshments	£1500	In order to encourage participation in exam preparation sessions, a system was set up whereby pupils collected a token from a subject area and used it to collect hot drinks and food from a central area. This ensured that subject teachers were able to appropriately prepare their subject areas for the exam preparation sessions and that pupils were able to sustain concentration for an additional 45mins- 1 hour after school.	Students attend the revision sessions and actively engage with them.	In 2014-2015 the revision sessions were attended as follows Maths 47% English 40% Media 41% PE 71% Geog 100% History 83% Catering 27% IT 75%
Raising Aspirations in English and Mathematics	£2300	Throughout the course of the year, children entitled to the Pupil Premium have been provided with opportunities to participate in enrichment activities designed to give an insight into where the subject area can take pupils. Activities have included a workshop with a theatre group at the Theatre Royal Plymouth followed by attendance at their performance of Shakespeare and in Mathematics, visits to further and higher education providers.	To raise the aspirations of students so that they engage with their learning.	The outcome of these opportunities is increased engagement within lessons and attendance at exam preparation sessions.
One to One Tuition	£24,500	One to One tuition is provided by specialist teachers in English and Mathematics for pupils who in particular have fallen behind due to mobility throughout secondary education and are at risk of underachieving. Class teachers identify	To improve literacy and numeracy skills for students	Mathematics one to one tuition was provided to looked after pupils. This consisted of a weekly session after school with a specialist tutor. Of the pupils still

		<p>focused targets for pupils based on careful assessment of prior learning. An intensive programme of support is delivered through extraction from the normal curriculum.</p> <p><i>1-1tuition +5 months impact</i></p>		<p>remaining in school there is 100% success rate in the pupils being on target and highly confident.</p>
Average Class Size / Staffing Ratios	£42,000	<p>Despite financial pressures on the school, driven by a falling role over time, wherever possible, class sizes have been kept as small as possible (below county average). This allows for teachers to more easily provide bespoke and individualized advice, guidance and interventions. Moreover, a small amount of over-staffing has been allowed for in English and Mathematics so that there remains some flexibility to supplement or adjust classes, when delivering specific schemes of learning.</p> <p><i>*reducing class sizes +3 months impact</i></p>	<p>Class sizes which enable a strong, positive teacher student relationship.</p>	
Activities Week	£2,500	<p>Each year the school organizes an Activities Week during, a range of different out of school learning experiences are provided for pupils. Some subsidies are offered so that all pupils, even the most vulnerable have an equal opportunity to enjoy and engage.</p>	<p>Students have the opportunity to learn in a different context and setting</p>	<p>Through a recent student voice exercise there was relief from many of the students questioned that they had been able to do the activity they wanted to. Without this funding they would not have been</p>
Alternative Curriculum	£29,000	<p>The school has a small handful of learners, particularly at Key Stage 4, potential NEETs and highly vulnerable children, who struggle to engage with the formal curriculum. A number of these learners join the school in the latter stages of their secondary education. In order to secure</p>	<p>Students remain in the education system.</p>	<p>Students are either on Post 16 provision, have returned to school from the PRU if appropriate or have been allocated another school through Fair Access.</p>

		attendance, engagement and progress, the school codes secure alternative provision, working closely and in partnership with other local providers. This Includes Cornwall College, CHES and Acorn Academy.  <i>*Behaviour interventions +4 months impact</i>		
Behaviour interventions and Social Emotional Learning	£78,000	If behaviour is a barrier to learning, we will provide a range of interventions to support a student to overcome this barrier and consequently, be able to access mainstream learning in a positive manner. The suite of interventions include the following: <ul style="list-style-type: none"> <li>• One to one behaviour coaching (in house)</li> <li>• One to one behaviour coaching through Dreadnoughts</li> <li>• Small group emotional resilience (separate groups for males and females)</li> <li>• ‘Escape from exclusion’ support</li> <li>• One to one sessions with the educational psychologist</li> <li>• Behaviour Support Workers who provide targeted support to students within classes</li> </ul> <i>*Behaviour interventions +4 months impact</i>	Reduction in the number of behaviour incidents across the school.	We have also provided staff CPD on de-escalation and attachment disorders to enable all staff to intervene before behaviour becomes a barrier.  During last academic year, House Managers received training for supporting social emotional aspects of learning from our educational psychologist. This has meant that they are able to provide bespoke intervention for students in managing their emotions.  We also employ a full time school counsellor which, following a referral process, provides support and guidance for students who are inhibited due to issues such as self-esteem or personal trauma.  Behaviour incidents have reduced however due to a change in the tariff system this is difficult to show.
<u>Extended School Time</u>	£800	We will provide a breakfast club before school and a homework club after school within our Student Services sector of the school to enable vulnerable learners to have access to learning support.  <i>*social and emotional learning +4months impact</i>	Students attend the breakfast club	The impact of this is evident in school attendance which has increased significantly for those who access this support; confidence in students who benefit from a high staff to student ratio in these sessions and ultimately in accelerating progress.

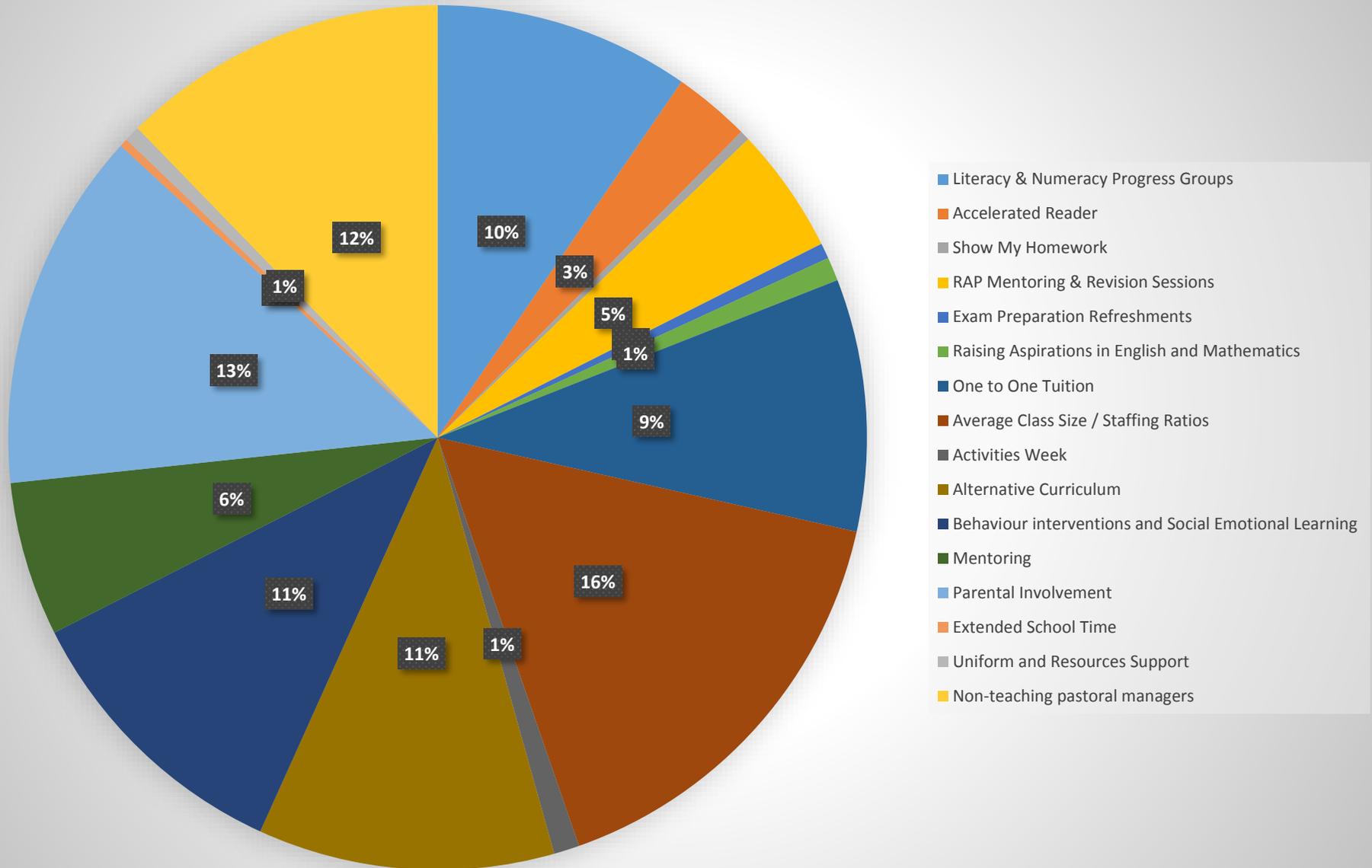
<p><u>Mentoring</u></p>		<p>Aside from behaviour mentoring, we also provide students with access to mentoring for learning, organisation and home study to ensure that students are equipped with the skills they need to be able to access the curriculum and achieve. House Managers have been trained to provide structured support to individuals over a six or twelve week period. This assists students with being more confident in managing challenges within school.</p> <p>In addition, we have a team of peer mentors who have undertaken training to enable them to provide peer to peer support for students who find school challenging. This has resulted in a reduction of students being referred for more intensive counselling.</p> <p><i>*mentoring +1 month</i></p>		<p>Analysis ongoing</p>
<p><u>Parental Involvement</u></p>		<p>Through Pupil Premium funding, we employ a Family Support Worker and an Education Welfare Officer. The primary role of the Family Support Worker is to provide a bridge between home and school for families where there attendance causes a significant impact on progress.</p> <p><i>*parental involvement +3months impact</i></p>	<p>Parents actively engage with the school to support the development of their child</p>	<p>Our Education Welfare Officer works with families who have long term issues with attendance and provides challenge in order to encourage good attendance. As a result of both positions, persistent absenteeism fell by 7.67% between January 2015 and July 2015. During the 2014-2015 academic year we trialed different packages of software to enable parents to have access to “live” behaviour and attendance data. This enabled parents to have a greater involvement in the day to day management of students and has increased attendance significantly. We are aiming to launch a further tool in the autumn term of 2015-2016.</p>

Uniform and Resources Support	£1,535	<p>If a family needs financial support on accessing uniform and resources, financial help has been put in place for the student including help with catering materials, revision guides and uniforms</p> <p><i>*social and emotional learning +4months impact</i></p>	Students all wear there uniform and are able to take part in all lessons regardless of there being a cost implication	Whilst it is difficult to quantify this in terms of outcomes, students at Poltair are proud of their school and there has been a significant level of participation in community based events. As an example, to date, the school community has raised over £20000 for charity.																									
Non-teaching pastoral managers (partial payment)	32,000	5 non-teaching Pastoral Managers who support the Year Team Leaders with their pastoral role. These colleagues, are available at all times to support students and their families. They often take the Lead Professional role in TAC meetings if appropriate and attend any meetings regarding students in their Year.	Rise in student wellbeing, rise in student attendance Improve student progress across the school and identify students requiring early intervention	<p>3LOP in Maths were 6% above last year's national average. English was 1% above. The gap between Non PP and PP was 4% in Maths and 10% in English.</p> <p>Attendance of all students has improved. The PA figure for PP students fell by 3% from January to July 2015</p> <table border="1" data-bbox="1447 676 2085 991"> <thead> <tr> <th></th> <th>PA</th> <th>Non PP</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>17.10%</td> <td>7.60%</td> <td>9.50%</td> <td>1.90%</td> </tr> <tr> <td>March</td> <td>13.10%</td> <td>6.00%</td> <td>7.10%</td> <td>1.10%</td> </tr> <tr> <td>June</td> <td>10.90%</td> <td>4.90%</td> <td>6.00%</td> <td>1.10%</td> </tr> <tr> <td>July</td> <td>9.77%</td> <td>3.57%</td> <td>6.20%</td> <td>2.63%</td> </tr> </tbody> </table>		PA	Non PP	PP	Gap	January	17.10%	7.60%	9.50%	1.90%	March	13.10%	6.00%	7.10%	1.10%	June	10.90%	4.90%	6.00%	1.10%	July	9.77%	3.57%	6.20%	2.63%
	PA	Non PP	PP	Gap																									
January	17.10%	7.60%	9.50%	1.90%																									
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In addition there are a number of other provisions funded by the school or SEN budget which our disadvantaged students benefit from including:

- TA Support
- Dyslexia testing and access arrangements
- Use of Netbooks, iPads and computer programmes, headphones
- Multi Agency Support.
- Curriculum courses such as Health & Social Care to improve our inclusive provision.
- The funding of non-teaching pastoral Heads of House,

## Pupil Premium Interventions





## **Year 7 Numeracy Catch Up Fund**

**Allocation £18,500**

### **Numeracy catch up**

We have a KS2 AST working alongside our Mathematics team to ensure pupils arriving at Poltair with below average Mathematics KS2 SATs have intervention in Years 7 & 8. These pupils work in small groups with personalised lessons that cater for their individual needs. They are then reintegrated back into the Mathematics classes when they have shown progress in line with their peers. Alongside the small group work specialist teaching assistants provide intensive support for pupils in the classrooms. The pupils receiving this intervention have improved numeracy skills, they can communicate using key terminology and are more confident, highly motivated and enjoy their mathematics lessons. This can be evidenced in assessment data, but also in engagement. Last year in Year 7 50% of the pupils achieving a level 3 were on track for 3LOP (only 4/28 caught up to level 4). Year 8 58% of the pupils achieving a level 3 were on track for 3LOP