

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 2018-19

Pupil Premium 2018-19	
Number of Pupils Eligible	272 + 2 Service Children
Total PP funding received	£254,920

% of students eligible for PP

Year group	% PP	LAC - number
7	40.28%	2
8	43.84%	2
9	37.74%	1
10	42.74%	0
11	32.46%	1

Impact of the 2018-19 expenditure on students eligible for Pupil Premium – Summary

274 students were eligible for the Pupil Premium, including 2 service children.

Progress 8 Score in 2019 for students entitled to Pupil Premium funding was -0.88, compared with -0.2 for the whole cohort. Progress 8 score in 2018 for students entitled to Pupil Premium funding was -0.5, compared with -0.16 for the whole cohort.

The Attainment 8 score in 2019 for students entitled to Pupil Premium funding was 28.41 compared with 39.07 for the whole cohort. 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 proportion of Pupil Premium students securing Grade 4 in both English and Mathematics in 2019 was 30% compared with 48% for the whole cohort. 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.

The attendance of Pupil Premium students for the academic year 2018-19 was 91.69%. For the whole cohort this figure was 94.51%. 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 22.22%. 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 2018-19 was 13.43%. 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 7.66% for the whole cohort in 2018-19.

Pupil Premium Objectives 2018-19

There were five main Pupil Premium Objectives, identified in Poltair School's 2018-19 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>The vast majority of 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 are expected to explicitly plan to meet the needs of underachieving disadvantaged students in each class they teach.</p> <p>Personalised action plans provided for teachers to support process which includes focus during directed time as a result of Planning for Progression (PfP)</p> <p>All teachers have this requirement 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>Lesson planning focused on differentiation to meet the needs of all learners from different contexts including HOT to develop literacy skills and "cultural capital" through effective planning</p>	<p>Focus of whole school monitoring and evaluation with high frequency, low stakes monitoring. This has been centrally coordinated to ensure that teachers plan effectively.</p> <p>Some departments successfully utilise PP Action Plans for individual classes. For example, PE BTECT and Art GCSE</p> <p>Planning for Progression continues to evolve as a package to ensure that PP students are recognised, and clear actions linked to Assessment Objectives to ensure a structured approach for PP students</p> <p>Attainment 8 for disadvantaged students 28.41</p>

Objective	Success Criteria	Action Taken	Impact/Next Steps
<p>To continue to use and develop the focus and capacity of the Student Services team to close the gaps for disadvantaged students both in terms of attendance, behaviour and well-being.</p>	<p>Persistent Absence for disadvantaged students is < 13%</p> <p>Gaps are significantly reduced for all behaviour measures between disadvantaged students and all other students</p>	<p>Year Team Managers 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 that lead to better engagement, attendance, behaviour and student progress.</p> <p>Brokered and monitoring use of alternative provision in order to engage /re-engage students, especially pupil premium students has been re-evaluated Autumn 2019</p> <p>Poltair School employs an Educational Welfare and Engagement Officer alongside a Family Support worker, to ensure that families of students who are at risk of disengagement receive appropriate challenge and support.</p> <p>High quality engagement with parents of PP students through the establishment of an Academic Review tutor process</p> <p>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 continues to develop a strategy for employing TIS approaches across the Student Services team in order to better deliver targeted interventions for vulnerable students.</p>	<p>Engagement work with PP families continues from the dedicated professionals at Poltair. Focus in tutor briefings in raising the profile of key attendance issues.</p> <p>Engagement has improved with the introduction of Academic Review evenings. Parents now have a dedicated 15-minute slot to discuss progress with tutors. Attendance was better with this format in comparison with the previous format of 5-minute subject meetings. There was also 95% of parents who fed back in a survey to say that this format was their preference</p> <p>Staff have been trained with TIS approaches in line with the new “Ready to Learn” behaviour policy.</p> <p>Interventions will continue to be reviewed as a part of supporting vulnerable students who are struggling with Mental Health and when faced with other challenges.</p>

Objective	Success Criteria	Action Taken	Impact/Next Steps
<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 maximizes the achievement of disadvantaged students and that wherever possible students follow a broad and balanced curriculum. Pupil Premium students are provided with the opportunity to study the EBacc suite of subjects.</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 - Writing workshops - Science more able master classes - Music tuition - Theatre and performance opportunities <p>Creation of a school Pupil Premium Allocations Policy for the Pupil Premium Fund. This rationalised funding requests and linked these to the SDIP Priorities.</p> <p>The school continues to employ the use of specific careers advice and guidance on an individual / small group basis for disadvantaged students and others at risk of disengagement.</p>	<p>Specific Tutor Team PSHE time is used to prepare, shape, deliver and evaluate careers provision for all year groups.</p> <p>Curriculum Enrichment days are used to provide activities, guidance and advice for Pupil Premium students</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> <p>Links to external providers such as through Career 4U and Careers South West and in the future there is an ambition to create links with other providers such as through university.</p>

Objective	Success Criteria	Action Taken	Impact/Next Steps
<p>To utilise targeted interventions and support, facilitating high quality support of disadvantaged students</p>	<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>Structured approach particularly for PP boys as a whole school focus</p>	<p>Specialised Teaching assistants deliver specific interventions to individuals or small groups of identified students during curriculum time.</p> <p>Teachers delivered 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 at Poltair 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. Attendance increased for Pupil Premium parents at these events</p> <p>Subject briefings/Team PPA 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>

Objective	Success Criteria	Action Taken	Impact/Next Steps
<p>To ensure that all leaders at all levels are proactive, promoting, developing and evaluating actions to close the gap for disadvantaged students, in terms of attendance, engagement and achievement.</p>	<p>All leaders maintain a high profile in all their actions to supporting and delivering on behalf of underachieving disadvantaged students</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>All pupil progress captures required leaders at all levels 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>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 realizing their statistical target, brokering next steps as appropriate.</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>Data is entered in collaboration in teams and Pupil Premium promise students are identified</p> <p>Clear success criteria are 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> <p>Academic Review Tutor evenings demonstrated an increase in engagement (average 15% increase in attendance). A focus of the meeting continues to be attendance and punctuality</p>

Table showing Pupil Premium grant spending for 2018-19

The PP allocation for 2018-19 was £254,920. This was allocated in line with the above 5 PP objectives. Table highlighting PP allocations 2018-19:

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 PfP meetings to identify underperforming students	£40,000	Disadvantaged results P8: -0.88; A8: 28.41 PP/non-PP gap has decreased. A significant gap remains between PP boys and PP girls.
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 13.43% in 2019
Attendance and engagement	Key professionals used to broker, support and deliver targeted interventions for disadvantaged students with poor or declining attendance.	£90,000	Attendance of disadvantaged students: 2015 88.7% 2017 93.5% 2018 93.19% 2019 91.69%
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: -0.88; A8: 28.41 PP/non-PP gap has decreased. A significant gap remains between PP boys and PP girls.
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.	£4500	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.

List of examples of Pupil Premium interventions 2018-19

Area of Spend	Links to Sutton Trust Educational Endowment Fund Research
Class Charts Package	Behaviour and rewards interventions – moderate impact for moderate cost (+3)
Learning resources to support Pupil premium independent learning Revision guide resources / stationary / praise postcards / stickers	Learning styles – improving support for independent learning – low impact, low cost (+2) Individualised instruction – moderate impact, low cost (+3)
PiXL membership Including PiXL courses for students	Small group tuition – moderate impact, moderate cost (+4) Individualised instruction – moderate impact for low cost (+3)
Additional music 1:1 lessons for year 7 and 8 Pupil premium students and GCSE Pupil Premium students	One to one tuition – moderate impact for high cost (+5)
Catering ingredients for all Pupil Premium Students	Aspiration intervention
Year 11 group intervention. Easter and half term revision / exam preparation sessions / student refreshments	Small group tuition – moderate impact for moderate cost (+4)
Alternative Curriculum provision- Prince's Trust - Forest schools' provision - Cornwall College – CHES - Acorn Academy Tutors to support students	Aspiration interventions
Additional careers advice and guidance for identified Pupil Premium students	Aspiration interventions 1-1 intervention – moderate impact for high cost (+5)
Subject specific revision guides and work books eg.RE, MFL, PE	Homework (Secondary) – moderate impact for very low cost (+5)
Rewards for improved or 100% attendance with Pupil Premium students	Behaviour interventions – moderate impact for moderate cost (+5)
Uniform and equipment	School uniform
PP boys group, PP focus on attendance	Behaviour interventions – moderate impact for moderate cost (+5)
Improved targeted use of EWO and Family Support Worker to focus on students who are PP + Low Attendance + Family Barrier.	Behaviour interventions – moderate impact for moderate cost (+5)
Year Managers Intervention to improve engagement and reduce behaviour points	Behaviour interventions – moderate impact for moderate cost (+5)
School Counsellor	Behaviour interventions – moderate impact for moderate cost (+5)
Enrichment: Trips and Visits: Art Trip London Jan 18 End of term / end of year reward trips	Aspiration interventions
Promoting access to higher education	Aspiration interventions
Mentoring	Mentoring – low impact for moderate cost

