

## Pupil Premium Strategy at Arnewood School

### Overview

Pupil Premium is additional funding introduced in 2011 for public schools in England. The two main objectives of Pupil Premium grants is to:

- Raising the attainment of disadvantaged students and diminishing the difference with their peers
- Supporting children and young people with parents in the regular armed forces

In the 2016- 2017 financial year, schools receive the following for each of the categories below:

<b>Disadvantaged Pupils</b>	Pupil Premium Grant Per Pupil
Students in years 7 to 11 recorded as Ever 6 FSM*	£935
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	£1900
Children 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	£1,900
<b>Service children</b>	
Students in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

*\*Ever 6 FSM is those pupil registered as Free School Meals within the last 6 years.*

### Funding Decisions

The head teacher has the overall decision on where pupil premium funding is directed in order to help achieve these objectives. This will be based on evidence driven data and analysis to help inform where pupil premium funding is directed within school. This will change year on year based on the evaluation and impact of pupil premium funding allocations.

### Aim

The Arnewood School plan to use the pupil premium grant in order to help diminish the difference between pupil premium students and their peers. This will be through identifying relevant barriers to progress, implementing strategies to provide support to pupil premium students and evaluate the effectiveness of the pupil premium spending in school.

### Targets

To achieve the overall aim, we plan to use the pupil premium funding to:

- Improve the progress and attainment of pupil premium students
- Support Pupil Premium students both academically and pastorally
- Diminish the difference between pupil premium students and their peers
- Improve parental engagement of pupil premium students

## Objectives

- Identify the barriers to progress for pupil premium students by analysing key data (attendance, behaviour reports, and attainment checks)
- Track and monitor pupil premium students attainment throughout academic year
- Develop the quality of teaching for pupil premium students
- Improve levels of English and literacy for pupil premium students
- Increase attendance of pupil premium students by engaging with parents of pupil premium students.
- Track and evaluate pupil premium funding decisions

The above objectives and aim are identified within the EEF Toolkit as tools that will help pupil premium students close the gap and improve on progress and attainment.

## Outcomes and reporting

Each year an evaluation of strategies implemented to achieve the objectives will measure their effectiveness. This will be in conjunction with the Senior Leadership Team, Head of Centres of Learning, Head of Year's and Pastoral Support, the Learning Support team and Governing Body.

A pupil premium strategy will outline the desired outcomes of pupil premium funding and report on the statistics related to pupil premium students. Furthermore, this should outline possible other barriers to progress of pupil premium students.

## Summary

Overall, the Arnewood School aims to improve the progress of disadvantaged students and provide them with opportunities to succeed in the future. The 6 key strategic strands will be used to help evaluate the effectiveness of our pupil premium funding.

## References

Pupil Premium: Funding and Accountability for schools - <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

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

EEF Toolkit - <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

# Pupil Premium Strategy 2016-2017

## Current Academic Year 2016-2017

Our current estimated figure for Pupil Premium students this year is:

£203,974

## Main Barriers to educational achievement faced by eligible pupils at Arnewood:

There are a number of barriers to disadvantaged students, at Arnewood we have identified 6 key areas where there can be targeted support for student achievement. The below cover the 5 areas and a list some of the barriers related to our support.

- **Academic** - low levels of literacy, accessing the curriculum
- **Classroom**– engaging with the curriculum,
- **Parental Involvement and Attendance**– less communication between home and school than desired, persistent absences and punctuality
- **Being Exam Ready** – accessing resources and support for examined subjects
- **Social and Emotional**– low emotional and social literacy

A more detailed strategy below covers:

- How the pupil premium money will be spent to address the barriers
- Objectives for the funding decisions outlining reasons why
- Success criteria to measure the impact of decisions

## Date of review for Pupil Premium Strategy

**November 2017**

### Academic Support

Strategy	Objectives	Success Criteria / desired outcomes	Impact / Evaluation	Review Points	Staff
<b>Offer 1:1 tuition to year 7 &amp; 8 students</b>	<ul style="list-style-type: none"> <li>• Sixth Form mentors to support learning for year 7 &amp; 8 students</li> <li>• Identify students with highest need for tuition</li> <li>• Monitor progress for students being tutored in 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>• Improve numeracy and literacy for year 7 students (PP to be prioritised)</li> <li>• Diminish the difference between PP and NPP students</li> <li>• Improve progress for targeted students</li> </ul>		Termly Review	<ul style="list-style-type: none"> <li>• Learning Support</li> <li>• PPC</li> <li>• Head of VI Form</li> </ul>
<b>Year 10 &amp; 11— Monitor each half term with HOY, Pastoral Support, English and Maths departments</b>	<ul style="list-style-type: none"> <li>• Identify, monitor and intervene PP attendance at key points in year</li> <li>• Identify, monitor and intervene PP Behaviour at key points in year</li> <li>• Identify, monitor and intervene PP Parental Engagement at key points in year</li> <li>• Overview PP progress in English, Maths, Science</li> <li>• Meet with HOY,PSHOY, PPC, SLT Link, Attendance Officer, Subject representatives</li> <li>• Support HOY's, Subject leaders, tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking document for year 10 &amp; 11 covering attendance, behaviour, English, Maths and Science</li> <li>• Parents Evening Attendance summary</li> <li>• Identify barriers to learning for PP students</li> <li>• Identify vulnerable PP students requiring further intervention</li> <li>• Identify appropriate individual intervention for vulnerable PP students</li> <li>• PP Intervention template completed for option subjects</li> </ul>		Autumn Term (2nd half) – Yr11 Spring Term (1st half) Yr11 Spring Term (2nd Half) Yr11 Summer Term (2nd Half) – Yr 10	<ul style="list-style-type: none"> <li>• PPC</li> <li>• HOY</li> <li>• PSHOY</li> <li>• Attendance Officer</li> <li>• HOCL/DHOCL</li> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• SLT Link</li> </ul>

### Classroom Support

Strategy	Objectives	Success Criteria / desired outcomes	Impact / Evaluation	Review Points	Staff Responsible
<b>Quality first teaching</b>	<ul style="list-style-type: none"> <li>• Ensure that PP students receive the quality first teaching on a day-to-day basis.</li> <li>• Teachers are aware of their PP students and their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• PP students identified through ADDS system.</li> <li>• Teachers are able to differentiate their lessons and adopt a variety of strategies to prioritise PP students in their lessons and feedback.</li> </ul>		September	<ul style="list-style-type: none"> <li>• All</li> </ul>
<b>Individual monitoring by each subject area</b>	<ul style="list-style-type: none"> <li>• Track the progress of PP and NPP students in each subject</li> <li>• Determine strategies to diminish the difference between PP and NPP students</li> </ul>	<ul style="list-style-type: none"> <li>• Regular discussion and monitoring of PP students in all year groups in department meetings.</li> <li>• HCOL and DHCOL will identify which students are underperforming in their subject area for all year groups.</li> </ul>		September Spring Term (1st Half)	HCOL / DHCOL
<b>Student focused intervention</b>	<ul style="list-style-type: none"> <li>• Departments will identify individual intervention strategies and monitor their impact.</li> <li>• To increase awareness of effective strategies for improving PP attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular intervention mapping of PP students by departments. These will be collated by the PPC at certain points of the year.</li> <li>• INSET provision on effective PP strategies in the classroom will share best practice and be integrated into lessons.</li> </ul>		Termly reviews	<ul style="list-style-type: none"> <li>• PPC</li> </ul>

## Parental Involvement & Attendance Support

Strategy	Objectives	Success Criteria / desired outcomes	Impact / Evaluation	Review Points	Staff Responsible
<b>Improve communication with parents through e-mail, Arnewood App and direct post.</b>	<ul style="list-style-type: none"> <li>• Send key communication home via direct post for Pupil Premium Students (ROA's, parents evening)</li> <li>• Inform parents via App of key dates in calendar (Parents Evenings, extracurricular activities, newsletter)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parents evening attendance for each year group</li> <li>• Increase downloads of Arnewood App</li> <li>• Increase attendance in extracurricular activities</li> <li>• Increase communication between parents, staff and students</li> </ul>		Autumn Term (1st Half)  Summer Term (2nd Half)	<ul style="list-style-type: none"> <li>• PPC</li> <li>• CPD</li> <li>• Marketing</li> <li>• All Staff</li> </ul>
<b>Improve parents evening attendance</b>	<ul style="list-style-type: none"> <li>• Analyse attendance of parents evenings booked and actual attendance</li> <li>• Identify parents who have not attended a parents evening</li> <li>• Identify barriers to attending parents evening and possible solutions</li> <li>• Contact parents of disengaged parents</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of parents evening attendance for each year group</li> <li>• Increase non attendees attendance of parents evening / contact with school</li> <li>• Improve attendance of PP students</li> <li>• Improve PP attainment (measured by progress 8)</li> </ul>		October (Post Parent/tutor) Year 11 – Autumn Term Year 9-10 – Spring Term Year 7-8 – Spring Term	<ul style="list-style-type: none"> <li>• PPC</li> <li>• HOY</li> </ul>
<b>Reward students with good and improving attendance</b>	<ul style="list-style-type: none"> <li>• Inform students / parents of attendance rewards (cinema vouchers) through assemblies and direct contact home (Letter/Arnewood App/Newsletter)</li> <li>• Create incentives for improving attendance</li> <li>• Analyse Pupil Premium Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Improve headline PP attendance figure</li> <li>• Improve individual pupil premium attendance</li> <li>• List of suggested incentives for improving attendance</li> <li>• Summary of PP students attendance figures</li> <li>• Improve PP attainment and Progress</li> </ul>		Autumn Term (2nd Half) Spring Term (2nd Half) Summer Term (2nd Half)	<ul style="list-style-type: none"> <li>• PPC</li> <li>• Deputy Head</li> <li>• HOY</li> <li>• PSHOY</li> </ul>

### Being Exam Ready

Strategy	Objectives	Success Criteria / desired outcomes	Impact / evaluation	Review Points	Staff Responsible
<b>Establishment of a Year 11 PP target group based upon attainment and progress analysis.</b>	<ul style="list-style-type: none"> <li>Identify which PP students are most at risk of underachieving and in which subjects.</li> </ul>	<ul style="list-style-type: none"> <li>A priority list of PP students at risk of underachieving will be identified by at the end of Year 10 based on tracking document.</li> <li>The priority list will be reviewed in November, January and March and adjusted accordingly.</li> </ul>		End of Summer Term (June/July)	<ul style="list-style-type: none"> <li>PPC</li> </ul>
<b>1:1 Mentoring of Year 11 PP students.</b>	<ul style="list-style-type: none"> <li>Identify barriers to PP student progress.</li> <li>Identify strategies to deal with these barriers based upon individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>A 1:1 mentor will meet with these students on a regular basis and be in regular contact with parents and subject teachers.</li> <li>Individual action plans will be established and reviewed on a monthly basis using progress data.</li> </ul>		September November January March April	<ul style="list-style-type: none"> <li>PPC</li> <li>1:1 Mentor</li> </ul>
<b>Provision of revision resources</b>	<ul style="list-style-type: none"> <li>Ensure all PP students have revision guides and past paper booklets for each of their subjects.</li> <li>Ensure all PP students have stationary needed for effective revision</li> </ul>	<ul style="list-style-type: none"> <li>A process will be created whereby each subject area will identify the resources needed for each Year 11 PP student.</li> <li>PP students will also work with the PPC and 1:1 mentor in order to produce a revision plan tailored to their individual needs.</li> </ul>		September  January	<ul style="list-style-type: none"> <li>PPC and HCOL</li> </ul>
<b>Revision Incentives</b>	<ul style="list-style-type: none"> <li>To encourage a wider participation of PP students in after school revision sessions.</li> <li>To reward attendance of 15 revision sessions in second half of spring term (Dominos Pizza Lunch)</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance of revision sessions</li> <li>Improve attainment for PP students</li> </ul>		February April	<ul style="list-style-type: none"> <li>PPC</li> </ul>

## Social and Emotional Support

Strategy	Objectives	Success Criteria / desired outcomes	Impact / Evaluation	Review Points	Staff Responsible
<b>Pastoral support with each year group</b>	<ul style="list-style-type: none"> <li>• Support HOY, PSHOY and tutors within each year group with PP students</li> <li>• Identify vulnerable PP students in each year group</li> <li>• Communicate with all staff available support</li> </ul>	<ul style="list-style-type: none"> <li>• List of vulnerable PP students for each year group</li> <li>• Improve support network for PP students (with all staff)</li> </ul>		End of term	<ul style="list-style-type: none"> <li>• PPC</li> <li>• HOY</li> <li>• PSHOY</li> </ul>
<b>Nurture group for vulnerable students</b>	<ul style="list-style-type: none"> <li>• To support PP students with emotional and social barriers to learning</li> <li>• Provide assistance to PP students outside of curriculum time</li> </ul>	<ul style="list-style-type: none"> <li>• Improve attendance with target students</li> <li>• Improve progress with targeted students</li> <li>• Improve student engagement with targeted students</li> </ul>		Half Termly Review	<ul style="list-style-type: none"> <li>• PPC</li> <li>• Family Link Worker</li> </ul>