



Pupil Premium Policy & Plan

Approved by Governors – December 2015

Review date – December 2019

Vision

“Our pupils and their achievements are at the very heart of our philosophy, supported through nurturing creativity and by providing a caring, structured setting in which all can achieve.”

Principles

All members of staff & governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Happy and confident pupils become very successful learners who will move forward in life to fulfil their true potential.

Funding is specifically provided to address two government policies;

- Raising the attainment of disadvantaged pupils and closing the gap with their peers
- Supporting children and young people with parents in the regular armed forces

Background

The pupil premium is a Government initiative that targets extra money towards pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used those pupils entitled to Free School meals as the main indicator for deprivation, and will gift a fixed amount of funding annually to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period (known as Ever 6), as well as those pupils registered as Looked After Children (LAC), children who are eligible as a result of a special guardianship order (SGO) or an Ever 5 Services child. This fixed amount of money is not expected to increase over the course of this current (new in 2015) Parliament. At The Westwood Academy we will be using the indicator of those eligible for free school meals as well as other school identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools ‘are free to spend the pupil premium as they see fit’ DfE 2011, additionally guidance in 2015 advises that schools do not have to spend the PPG income in the year it was received, some of the grant can be carried over to future years – providing the school can ensure those funds are spent effectively and efficiently. The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘close the gap’. Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Provision

In order to meet the above requirements, the Governing Body of The Westwood Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the

needs of all pupils, additionally where applicable regard will be given to pupils emotional and social needs.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through regular pupil progress meetings.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals or one of the other grant attracting categories will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (et al). They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

- Facilitating pupils' access to education.
 - Facilitating pupils' access to the curriculum.
 - Additional teaching and learning opportunities.
 - Alternative support and intervention.
- In particular
- Summer schools to help disadvantaged pupils make the transition from primary to secondary.
 - Small group literacy and numeracy support.
 - Support towards setting to allow for the staffing of established nurture groups by specialist teachers.
 - Additional learning support.
 - Support the funding of enrichment activities and educational visits.
 - Support the funding of specialist learning software.
 - Support those resources necessary for children to attend school, e.g. uniform, bus pass, books, breakfast, winter coats and other necessary resources.
 - Employment of dedicated staff, e.g. LAC Officer, Social Inclusion & Safeguarding Manager, additional pastoral staff, specialist HLTA and Teaching Assistants.

Reporting

It will be the responsibility of the Leadership Team to produce a report (annually) for the Governing Body as an attachment to the Head Teacher's Report, to include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- An indication of planned / future expenditure and details of actual expenditure.

The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is an annual statement available to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

This will be available on the schools own website – www.thewestwoodacademy.co.uk

Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- That the vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support, including effective transition.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community;
- Developing confident and independent learners.

Pupil premium: conditions of grant

The Department for Education (DfE) published the Pupil Premium Grant guidance 2015 – 2016 on 1st July 2015:

Section 8 sets out the terms on which the pupil premium grant (PPG) is allocated to schools. The terms are very broad and merely state:

The grant may be spent by maintained schools for the purposes of the school

The grant may be spent by schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated. Schools will not be required to maintain formal records about how the money is being spent. The focus should be on outcome reporting.

Note - This report will be updated to provide a 15/18 expenditure plan on receipt of validated budget allocation from the EFA.

Income and Expenditure 2015 /16

Income is based on a per pupil amount;

- Pupils recorded as Ever 6 (Years 7 – 11) - £935
- Looked After Children - £1,900
- Children who have ceased to be Looked After or are classed as SGO - £1,900
- Service Children - £300

For 2015/2016 we are looking to expand the way we use the Pupil Premium funding, while at the same time target the funding to apply to only those students who are eligible for it. The amount of funding to be received for the year to 31st August 2016 is expected to be approximately £220,660 – based on 236 pupils, dropping to £213,000 for the year 2016/17 based on expected cohort.

Expenditure - Year 7 Nurture, Transition & Literacy Teacher

Job Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ class mentor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

We have prioritised the use of the Pupil Premium as follows:

- FSM students who are underachieving
- FSM students who are in danger of underachieving
- KS4 FSM students
- KS3 FSM students
- Looked After Children (LAC)
- Other vulnerable students as identified by the school

We are using the Pupil Premium to fund or part fund:

- Dedicated mentoring: For all students in danger of underachieving in all years.
- Intervention: Small group intervention in literacy, numeracy or science; continuation of nurture group for specific students; Alternative provision for specific students to maintain engagement; Universal intervention programmes for groups or individuals underachieving.
- Additional 'Period 7' lessons at the end of each day for Year 11 pupils
- Support: Parental Engagement Programme (support families to support their child's learning); Psychology and Learning Service (for identified students with complex needs)

- College Director with specific responsibility for Attendance (to target work with FSM students and their families);
- College Director with specific responsibility for Transition - to strengthen the parental partnership and primary liaison functions of the school.
- Social Inclusion Manager & Social inclusion Teacher – to strengthen the emotional and educational needs of highly dependent pupils, to include mainstream education, withdrawal classes, education outside of the core school day, summer and Easter revision classes, access to external services etc.
- Director of Learning Support – for the 15/16 academic year this post will attract no timetabled teaching commitment, allowing intervention to be placed where need is greatest.

Nature of support 2014/2015 – 2016 - 2018

- Pupil premium summer schools to help disadvantaged pupils make the transition from primary to secondary.
- Small group literacy support – HLTA & dedicated Teaching Assistant within English and maths faculties.
- Support towards setting to allow for the staffing of a newly established nurture group by specialist primary trained teacher.
- Additional learning support.
- Support the funding of enrichment activities – e.g. The Westwood Promise, Big Day Out.
- Support the posts of Social Inclusion Manager & LAC Liaison Officer

Curriculum focus of PPG spending 2015 onwards

Personalised Learning- Personalised Learning and Teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils with specific regard to their own style and way of learning.

Grouping of pupils will allow in this instance for Mentor Groups to be split into smaller units, allowing for targeted support for AEN and SEN with support placed to fewer groups and a more differentiated approach for the more able and talented. The Nurture Group is now well established, staffed by a specialist teacher providing targeted intervention and supported by a dedicated Teaching Assistant. A variety of intervention support groups have been established to support those pupils identified as needing extra support. A College Director has been given specific responsibility for transition of all incoming Year 7 pupils but with additional responsibility for pupils of disadvantage to ensure their move to secondary education is as simple and effective for the child as possible. A comprehensive transition programme was developed to ensure smooth transition from primary to secondary school. This included a Summer School which took place over 3 weeks of the summer holidays – July & August 2015. Pupils were given the opportunity to participate in a range of activities including;

Sports, Team Leadership, Literacy, numeracy & reading skills, Geography Fieldwork, Catering and Hospitality, Educational Visits.