

Pupil Premium

What is Pupil Premium?

The government has allocated our school a sum of money which is called the 'Pupil Premium'. This is to improve the educational chances of students who may find circumstances outside school challenging due to financial hardship or other issues. The four identified groups are: students who are entitled to free school meals (FSM), students who have a parent working for the armed forces (a Service child), children in local authority care (LAC) and children adopted from care (Post-LAC).

Financial year 2016 to 2017

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

Children adopted from care

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant. For more information, please contact Claire Penny, Assistant Headteacher, Newport Pagnell campus.

ALL INFORMATION ABOUT STUDENTS WILL BE TREATED IN THE STRICTEST CONFIDENCE.

Ever 5 Service Children

For the purposes of these grant conditions, ever 5 service child means a pupil recorded in the January 2015 school census who was eligible for the service child premium in any of the previous 4 years (ie since the January 2011 school census) as well as those recorded as a service child for the first time on the January 2015 school census.

The Funding

Funding for 2016/17 is £935 per FSM student, £1,900 per LAC and Post-LAC, £300 per Service child and is expected to be a total minimum of £220,000. This will be spent on targeted additional support strategies and interventions resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to our curriculum
- Access our extra-curricular provision
- Provide opportunities to enrich students' lives

The essential point is to ensure that disadvantage does not hinder potential and to monitor, evaluate and intervene. We have taken guidance from the Ofsted pupil premium report (January 2013) and the relevant Sutton Trust report.

Range of strategies

These are the initiatives and expenditures paid for from the pupil premium funding, which have been decided by the school to benefit pupil premium students. These are strategies that have been used successfully last year and will be repeated again this academic year

Curriculum and Teaching:

- Teaching assistant to assist in Maths
- Lunchtime and after school homework club
- Music tuition
- Funding towards educational trips which are essential to the curriculum
- Revision guides and sessions
- Work experience
- Funding of essential subject specialist equipment/resources
- Small group and individual tuition especially for Y11 students prior to GCSE exams

Care, guidance and support:

- Contribution to the funding of the personalised and inclusive learning centres (PILCs) including: Staffing and resourcing. The staffing includes two full time members of teaching staff, a full time HLTA , a full time HLTA at Olney, Behaviour Coach and a number of student mentors
- Funding of school uniform where a need has been demonstrated

Proposed strategies to narrow the attainment gap at both campuses (2016/2017)

- Accurate data tracking that identifies the gaps and identifies students that are underachieving, but crucially why? For example this could be due to attendance, behaviour etc. Each student, where appropriate, will have a one to one pupil premium plan and interventions will be put in place.
- High quality learning and teaching with a focus on student feedback, independent learning, development of thinking skills and clear day to day planning to meet the needs of each learner. Staff training to be focused accordingly.
- Targeted support to improve attendance and behaviour, and to work closely with parents/guardians and carers etc.
- Student mentor to work closely with pupil premium students in class and in the PILC.

- Tailored individual support and resources provided in Maths, English and Science.
- Member of SLT to ensure provision of good information, advice and guidance (IAG) for all pupil premium students in Year 9 and 11.
- Access to a full range of educational experiences, that will include (numbers dependant) a residential trip for pupil premium students based on English and / or Maths progress, sporting events, Duke of Edinburgh, music, enrichment activities, careers and work experience.
- Gifted and talented co-ordinator is ensuring that the needs of pupil premium students who are on the G&T register are being met.

Impact of Pupil Premium funding - Monitoring, Evaluation and Intervention:

A pupil premium tracking system has been developed in order to monitor progress, attendance and behaviour. This is updated every term. Every Pastoral and Academic Leader (PAL) will meet with pupil premium students on a regular basis to support and discuss progress and issues. They will engage with whole school and external agencies if there are concerns regarding attendance and well-being.

% of students achieving A*-C in English and Maths:

2014	32%
2015	48%
2016	37%