

# High Tunstall College of Science



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## Pupil Premium Policy

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Stakeholder Consulted	-	Curriculum and Performance Committee
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Responsibility for Review	-	Deputy Headteacher (Students)

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## **Statement of intent**

At High Tunstall College of Science, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some students from disadvantaged backgrounds require additional support; therefore we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged students and closing the gap with their peers.
- Supporting students with parents in the armed forces.
- Providing funding for looked-after children (LAC) and previously LAC (PLAC).

This policy outlines the amount of funding available, the college's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

## **Legal framework**

This policy has due regard to relevant legislation, including, but not limited to the following:

- The Children Act 1989
- The Equality Act 2010
- DfE (2018) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

## **Pupil premium grant**

In the academic year 2019 to 2020 the grant is as follows:

<b>Disadvantaged students</b>	<b>PPG amount per student</b>
Students in Year 7 to Year 11 recorded as 'FSM'	£935
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300

Service children	Grant amount per student
Any student in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- We ensure that additional educational support is provided to raise the achievement of students in receipt of PPG and narrow the gap between the educational achievement of these students and their peers.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the college has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. PPG funds will reach the students who need them the most. Use of funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- Pupil Premium funding will be used to make a significant impact on the education and lives of these students and we will work in partnership with the parents/carers of these students to collectively ensure their success.

## **Objectives**

- To provide additional educational support to raise the achievement of students in receipt of the PPG.
- To narrow the gap between the educational achievement of these students and their peers.
- To address underlying inequalities, as far as possible, between students.
- To ensure that the PPG reaches the students who need it most.
- To make a significant impact on the education and lives of these students.
- To work in partnership with the parents/carers of students to collectively ensure students' success.

## **How PPG can be spent**

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the college, i.e. for the educational benefit of students registered at the college.
- For the benefit of students registered at other maintained schools or academies.

- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of students at the college or their families, or people who live or work in the locality in which the college is situated.

If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

### **Our long-term strategy for success**

We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the college's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each student in receipt of the PPG.

We have adopted a long-term three-year strategic plan, aligned to the wider college improvement strategy, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

We conduct light-touch annual reviews to inform the plan and form the college's pupil premium statement.

We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each student.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for students to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via students' personal education plans (PEP)).
- Support student transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each student's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing students' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to students' interests and make success matter to them.
- A joined-up approach involving the student's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

### **A tiered approach to PPG spending**

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1. Teaching
2. Targeted academic support
3. Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Behaviour support
- The breakfast offer
- Attendance initiatives

### **Use of the LAC and PLAC premiums**

- The LAC premium is managed by the LA's designated virtual school head (VSH).

- The premium is used to benefit a student's educational needs as described in their PEP.
- To avoid any delays in providing support, the college works with the VSH to ensure that funding allocation is as simple as possible.
- The LAC premium is used to facilitate a wide range of educational support for LAC.
- The designated teacher and carers work with the VSH to gain a full understanding of each student's needs and to determine how to use the premium to effectively support each student.
- The designated teacher works with the VSH to ensure that all available funding is spent.
- PLAC premium is allocated directly to the college.
- LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the college may choose to allocate an amount of funding to an individual to support their needs.

### **Example interventions**

We may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address students' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for students who are below age-related expectations
- Targeting students who require additional help to reach age-related expectations
- Additional teaching and learning opportunities provided through the Independent Learning Hub, Higher Level Teacher Assistants (HLTAs) or after college tutoring
- Pupil Premium resources may also be used to target able children on FSM, supporting them to achieve their potential and tackle the non-attendance of students who are eligible for FSM

We may utilise the following teaching focussed interventions:

- A CPD slot for staff
- A termly teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

We may utilise the following wellbeing focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable students to participate in extra-curricular activities and visit opportunities

We may utilise the following communication focussed interventions:

- Vocabulary interventions for students with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for students to access a range of offsite trips and experiences

We may utilise the following independence focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

### **Use of the service pupil premium (SPP)**

The SPP is provided to allow the college to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

Students qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
- One of their parents died whilst serving in the armed forces and the student receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

The college does not combine the SPP with any other form of PPG.

SPP spending is accounted for separately to any other form of PPG.

The college may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the student and their deployed parents, such as introducing a 'Skype time club'.
- Helping students to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the student when they join a new school as a result of a new posting.
- College trips specifically for service children, such as military specific trips that allow students to join a wider community and better understand the role their service parent plays.

The college does not use the SPP to subsidise routine college activities.

### **Accountability**

Individual targets are set for each student in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of students in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged students in receipt of the PPG.

The college is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

The college publishes its strategy for using the pupil premium on the college website.

The college publishes a link to the school and college performance tables and the colleges' performance tables page on the college website.

## **Reporting**

The headteacher reports annually to the governing body and parents/carers regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the governing body.

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports to the Governors Curriculum and Performance Committee on:

- The progress made towards narrowing the gap for socially disadvantaged students and strategies/resources being employed to achieve this.

It will be the responsibility of the Chairperson of the Curriculum and Performance Committee to ensure that this information is made known to the Full Governing Body.

The Governors of the College will ensure that there is an annual statement to parents/carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged students. This task will be carried out within the requirements published by the Department for Education. The annual statement "Pupil Premium Action, Plan, Spend and Funding" is available to view via our website.

This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these students.

The EEF's DIY Evaluation Guide is used to measure the impact of our spending.

Information regarding PPG spending is published on the college website. The annual statement "Pupil Premium Action, Plan, Spend and Funding" is available to view via our website.

For parents/carers of students in receipt of PPG, personal information is sent home in students' progress reports. The college also regularly informs on the development of additional or alternative strategies and interventions to further improve the attainment of these students.

## **Pupil premium reviews**

If disadvantaged students are not meeting expected levels, or slow progress means they are failing to realise their full potential, the college will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA or the DfE, the college will commission a pupil premium review.

The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged students.

The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their college to release them.

Where costs are prohibitive, the college will consider the use of a joint review with local schools.

The college may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the college will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the college will have an improved strategy and plans to implement it.

### **Overpayments**

The college will repay any overpayment of PPG by the LA.

### **Monitoring and review**

The Deputy Headteacher (Students) is responsible for reviewing this policy annually.

The next scheduled review date is March 2021.