Pupil Premium Strategy 2018-2019

1	Sponsor

Senior Deputy Headteacher

2	Reviewed

October 2018

3	Revised

October 2018

Supporting Documents

- Pupil Premium Action Plan and Review Documentation.

1.	Context

Every child has the right to equal opportunities whilst at Charlton school and within the education system as a whole. Despite the fact that every individual student's personal circumstances differ, Charlton school strives to ensure that all students receive the same high quality education and opportunities during their time in school

We aim to further strengthening opportunities through our disadvantaged strategy to focus on narrowing the gap between those students who are disadvantaged and non-disadvantaged.

Our whole school approach includes having a clear closing the gap strategy, with all staff having a good awareness of identified students across all year groups.

At Charlton we have 230 students (21% of school population) who will benefit directly from the disadvantaged strategy.

We aim to not only reduce the achievement gap between Disadvantaged students and non-disadvantaged students, but ensure that this gap is consistently reduced with these standards being maintained.

2. What is the Disadvantaged Strategy Pupil Premium fund?

The Disadvantaged Pupil Premium Funding is additional budget which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM) or have been in local authority care at any point. It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Government state that head teachers and school leaders should decide how to use the Pupil Premium. The school is held accountable for the decisions they make through:
- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium

The DFE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

At Charlton School parents are provided with information to register their child as eligible for FSM during the transition process at the end of Year 6 and through articles in the School's Newsletter during the year. It is important for parents to be aware of their entitlement and how this could further support the progress of their child in school.

5. How much Pupil Premium Funding is allocated?

In the academic year 2018/19 the Pupil Premium Grant is available as follows:

- £1,300 :   Disadvantaged pupil Pupil Premium per pupil Pupils in Reception to Year 11 entitled to free school meals in the previous six years (Ever 6 FSM)
- £1,900:   Looked After Children (LAC)
- £1,900 :   Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order
- £300:   Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children)

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Strategy Policy.

The schools Pupil Premium Strategy Action Plan outlines current developments in school which aim to respond to effective use of funding to support those in receipt.

6. The Purpose of the Pupil Premium Strategy?

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many Pupil Premium (PP) pupils do exceptionally well in school.

As such, we have used the Pupil Premium funding in a number of different ways, as outlined in this document. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. We will also make sure decisions about the spending of Pupil Premium funding is based on educational research and that data analysis and knowledge of children is used to identify barriers and individualise intervention.

At Charlton we have categorised our strategies into three areas:
1. Raising aspirations,
2. Improving confidence/self-esteem
3. Academic strategies.

We ensure that appropriate provision is made for students who are identified as vulnerable in school; this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

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 for or qualify for free school meals. We 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. We will however ensure that any such group will have within it identified FSM children

Pupil Premium funding will be allocated following appropriate needs analysis and will identify clear outcomes for individuals or groups. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of individual targeted interventions at any one point in time. The whole school structure as identified in the following information supports all children including those who are clearly identified.

Staff are reminded of the importance of promoting these areas at all times, alongside the need for high expectations in all we do.

7. Key Priorities

- To ensure that at the heart of all developments is Quality Teaching and Learning.

- To develop a range of whole school strategies to ensure each of our students get what 'they' need to succeed.

- To ensure a good awareness of identified disadvantaged students through the use of teaching companion so teachers can take responsibility for accelerating their progress.

- Develop effective strategies within the classroom (as highlighted within the Sutton Trust Tool Kit) such as effective questioning and appropriate differentiation.

- Ensure Effective Feedback is used by all staff in lesson aimed at developing formalised language whilst ensuring all students receive outstanding feedback

- Using achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked.

- Maximizing the time children have to "catch up" through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. breakfast club, homework club).

- Working in partnership with the parents of pupils to ensure their success.

- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

- Assigning a Pupil Premium Coordinator to champion the educational needs of disadvantaged pupils and ensure the implementation of this policy.

These priorities, whilst being aimed at our DPP cohort, also have a direct impact on all of our students, our aim is to continually raise the bar for all students ensuring all students maximise their progress and attainment.

8. Historical Context

There are gaps in the progress and attainment of disadvantaged pupil's v's non disadvantaged students in most measures within school which are also reflected when compared to national data.

Current data suggests that there is progress being made in terms of narrowing the gaps between the progress and attainment of disadvantaged pupils compared to other pupils as outlined in the data below:

Year 11 (2019 Cohort)	Disadvantaged (48)	Non-Disadvantaged (173)	Gap
Progress 8	-0.06	0.23	-0.29
Attainment 8	40.58	48.78	-8.2
Basics 9-4 EM	48%	75%	-27%
Basics 9-5 EM	38%	53%	-15%
P8 English	0.71	0.77	-0.06
P8 Maths	-0.20	0.27	-0.47
P8 Ebacc	-0.24	0.19	-0.43
P8 Open	-0.31	-0.13	-0.18

Year 11 (2019 Cohort - Predicted data at 10 Sum2)

Year 11 (2018 Cohort)	Disadvantaged (40)	Non-Disadvantaged (182)	Gap
Progress 8	-1.11	-0.31	-0.8
Attainment 8	29.37	43.31	-13.9
Basics 9-4 EM	34%	60%	-26%
Basics 9-5 EM	12%	40%	-28%
P8 English	-1.06	-0.20	-0.86
P8 Maths	-0.98	-0.26	-0.72
P8 Ebacc	-1.04	-0.24	-0.80
P8 Open	-1.39	-0.48	-0.91

2018 Unvalidated

Year 11 (2017 Cohort)	Disadvantaged (34)	Non-Disadvantaged (191)	Gap
Progress 8	-1.12	-0.17	-0.95
Attainment 8	28.88	46.19	-17.31
Basics 9-4 EM	32%	66%	-34%
Basics 9-5 EM	18%	47%	-29%
P8 English	-0.69	-0.11	-0.58
P8 Maths	-0.85	0	-0.85
P8 Ebacc	-1.12	-0.03	-1.09
P8 Open	-1.59	-0.57	-1.02

2017 Validated

9. Overall Success Criteria?

1. The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.
2. The progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils.
3. Reducing in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the other pupils in the school.
4. From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
5. Pupils make substantial and sustained progress throughout all year groups across many subjects, including English and mathematics.
6. Reducing the difference between the average points scores/average grade in GCSE English and mathematics for disadvantaged pupils and their peers.
7. Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of Y8.
8. Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups.
9. All disadvantaged pupils to be in education, employment or training post-16 and post-18.

10. Pupil Premium Strategy 2018/19

Disadvantaged pupils at Charlton commonly face the following barriers to achievement:
- Weak literacy/numeracy
- Social and emotional barriers
- Material poverty in terms of resources for learning, space to work at home
- Low self-esteem, aspiration and lack of resilience
- Limited FE and HE family experience
- Poor diet and nutrition
- Poor parental engagement
- Behaviour
- Poor attendance

- Mental illness

There was a projected amount of £216,780 funding for pupil premium during the academic year 2017/18.

Year (Cohort)	No. of PPG students	Whole Cohort	PPG % of cohort	Funding Allocated
7 (2022)	41	232	18%	£50,460
8 (2021)	55	204	30%	£49,220
9 (2020)	51	229	22%	£43,910
10 (2019)	47	221	21%	£40,770
11 (2018)	36	230	16%	£32,420
Total	230	1116	21%	£216,780

The Pupil Premium Strategy Action Plan outlines how this expenditure will be used.

2017/18 Figures to be confirmed.

11. Additional Support

The school uses this money to support systems and processes which ensure the continued progress and academic achievement for our students. The school offers a range of programmes, projects and initiatives which support the engagement and involvement of disadvantaged students. Specific examples of such expenditure, which may or may not have already been referred to in the sections above, include:

- Easter school and out of hours' classes
- the funding of intervention teachers to support vulnerable students identified as underachieving
- music lessons and the funding or part funding of trips and visits to prevent social exclusion
- provision of uniform
- equipment
- study guides
- PE kit funding
- funding of materials in technology to facilitate inclusion
- funding of breakfast club to ensure a nutritious start for vulnerable children
- revision programmes and study skills to maximise achievement and behaviour
- pastoral support to help young people cope with the social requirements of school
- investment in literacy support to focus on the reading skills of the Pupil Premium group
- investing more heavily in careers advice for this group, in order to raise their aspirations
- investment in professional counselling to be made available to this group
- to further broaden our extra-curricular offer to better engage this group in school life
- to part fund the employment of a member of staff – employed as an intervention officer with specific focus on disadvantaged students. This post involved researching and creating resources that focused on techniques recognised to be highly successful in raising the achievement of disadvantaged students – such as collaborative learning and metacognition strategies.
- to support transport costs in order to ensure attendance at Saturday/Easter School 'out of hours' lessons.

- to fund a range of visits across all year groups intended to raise aspirations
- to part fund team building activities in Year 11
- to provide additional support and guidance during the trial exams for Year 11
- to part fund additional resources provided as part of Year 11 Intervention Evening
- the provision of additional reward schemes for targeted students - particularly those in Year 11
- to part fund the school rewards systems to encourage and motivate disadvantaged students, specifically to ensure good attendance. Students to have specific targets such as maintaining an attendance of 96% in line with the national average for non-disadvantaged students, attending out of hours sessions and attending lunchtime catch up sessions
- to part fund the school rewards systems to encourage and motivate disadvantaged students to attend the out of hours provision such as Saturday sessions and Easter School
- to part fund the school rewards systems to encourage and motivate disadvantaged students to complete homework
- to fund the employment of a designated member of staff who will actively target disadvantaged students with attendance below the national average and disadvantaged students who need support to complete homework. This member of staff will drive the schools aim that disadvantaged students attendance matches that of the no disadvantaged group in school and nationally
- to part fund the employment of the Intervention Support staff who will actively target the progress of disadvantaged students as a priority in lessons and in additional sessions. Pupil Premium funding for the coming year will be used in part to support and continue the successful initiatives and interventions outlined above.

Educational visit criteria

We have very specific criteria for assessing the need for financial support for educational visits, school events and any kit required for these.

These consist of:

1. **Access** – the funding should enable the target group to access activities from which they would otherwise be excluded due to their inability to pay
2. **Additionally** – The funding should be used to make existing activities more accessible to the target group, and/or to commission new activities that better meet their needs.
3. **Involvement** – the target group and their parents/carers should be fully involved in choosing, designing and continuously improving a range of activities that are attractive and relevant. This should help to establish genuine control of the funding identified for them, in the same way as children and young people whose participation is not excluded by inability to pay.
4. **Open to all** – Any new activities created and delivered as part of the subsidy work should be available to all and should be paid for by those who can afford them.
5. **Creativity and personalisation** – for many of the target group there are barriers to participation other than purely financial, especially in these cases, school and other staff should be creative in developing personalised approaches that support individuals.
6. **Sustainability and on-going participation** – the funding arrangements for activities should be sustainable over time and be attractive to the target group to secure their on-going participation.

The application forms submitted to the Pupil Premium Panel include:

- Description of the project /event/support.
- Rationale
- Identification of expected outcomes.

These applications are submitted for approval to the panel which consists of the Curriculum Leader for Inclusion (named school SENCO) and the Senior Deputy Headteacher who will carefully consider the projects' against the rational below :

The rationale for the deployment of funding has been decided by the school and is based on our provision mapping. These are:

- Effectiveness and impact so that progress and achievement is maximised for every pupil with a focus on closing the gap between targeted groups of learners
- Flexibility
- Fitness for purpose
- Value for money acknowledging appropriate accountability
- Equity
- Inclusivity

12. Outcomes

Outcomes and impact relating to the use of Pupil Premium funding can be found on our school website as part of the Pupil Premium Action Plan Review

13. Reporting and Monitoring

1. The outcomes of the pupil premium policy will be communicated via the link Govenor and will include:

   a. Information on the progress made towards narrowing the gap, by year group, for socially disadvantaged students
   b. An outline of provisions which are made for targeted individuals and groups.
   c. An evaluation of the cost effectiveness, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support.

2. The link Governor will ensure that any key information is communicated to the Governing Body.

3. The school will ensure that the Pupil Premium policy is published on the school's website and contains clear evidence of the impact of the policy to support students' progress.

4. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost effectiveness.

5. The Principal will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made.

6. Information regarding Pupil Premium spending will be published on the school's website. To comply with DFE requirements this must include:

a. The level of pupil premium funding received in the current academic year and levels of funding received in previous academic years
b. How the School has spent the pupil premium and why it has decided to spend it in the way it has
c. Any difference made to the learning and progress of disadvantaged pupils as shown by performance data

7. For parents of pupils in receipt of Pupil Premium, personal information will be sent home in pupils' reports.

8. A wide range of data will be used to monitor and report on progress – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.

9. Assessment Data will be collected half termly so that the impact of interventions can be monitored regularly.

10. A designated member of the SLT maintains an overview of pupil premium spending.

11. A governor is given responsibility for pupil premium and reports to the Curriculum Committee of the Governing Body.

14. Appeals

Any appeals against this policy will be through the governors' complaints procedure.