



The Derby High School
POL017
Pupil Premium Policy

Audience: Public

PUPIL PREMIUM POLICY

OUTLINE

In the financial year 2015/2016 we received £354,857.00 of Pupil Premium (£935 per eligible pupil).

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per Free School Meals pupils, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

In 2015/2016 the funding has been used to support provision in four main areas:

1. Achievement
2. Excellent Educational Experiences
3. Teaching and Learning
4. Behaviour and Attendance

REVISION LOG

Change Date	Reason for change	Details	Approved By
Spring 2014	Document Created	First Revision	School Governing Body
Spring 2015	Annual Review		School Governing Body
Spring 2016	Annual Review		School Governing Body
Summer 2017	Annual Review		School Governing Body

THE PUPIL PREMIUM

Pupil Premium began in 2011 for children eligible for free school meals, children whose parents serve in the armed forces and looked after children; its purpose was to close the attainment gap between these groups and their peers.

In 2013 the DfE introduced Pupil Premium Plus for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. Pupil premium Plus is available to pupils who; are in local authority care, have been adopted from care, left care under a Special Guardianship Order (SGO) or left care under a Child Arrangements Order (formerly known as a Residence Order).

Unlike the Pupil Premium, The Pupil Premium Plus for looked after children does not come directly to school. The spend is decided through PEP meetings and agreed by the virtual head teacher.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this policy, we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use our extensive successful experience plus other evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Free School Meals by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Free School Meals. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of Free School Meals does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Use data to identify specific pupil needs.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that Free School Meals pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year being mindful that transition from Primary to Secondary is key for these students.

As a result of our extensive experience we are committed to providing a wide range of provision to provide the best chance of tailoring this to the needs of the individual.

DEVELOPMENT OF THE POLICY

This policy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2016, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

We will ensure that our commitment to narrowing the attainment gap and information is reflected in key documents such as our school development plan, self-evaluation review and our school website.

There will also be references to disadvantaged pupils in minutes of relevant meetings involving governors, the whole staff, and the senior leadership team and school council.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

THE HEAD AND SENIOR LEADERSHIP TEAM

The Headteacher, Deputy Headteachers and Assistant Headteacher for Raising Achievement are responsible for implementing this policy. They will ensure that:

- middle leaders oversee the provision for progress of pupils who receive Pupil Premium Funding within their subject areas ensuring that additional funds received have impact;
- all staff are aware of their responsibilities in narrowing the gaps of our pupils;
- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment;
- through performance management arrangements, narrowing the gaps will be a priority area of focus for the school.

It will be the responsibility of the Headteacher to report regularly to Governors on:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils when compared with other forms of support

The Headteacher and the Raising Achievement Leader, Ms S Lamb will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. Designated Governor Ms S Southworth will monitor this process and check that the school are providing value for money in their use of the Pupil Premium.

TEACHING AND SUPPORT STAFF

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- be aware of pupils who receive Pupil Premium Funding in their classes/groups, track and monitor their progress and act on their findings.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

GOVERNING BODY

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Governor, Ms S Southworth, is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep the school's work in narrowing the gap under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

If necessary, the Governing Body will recommend adjustments to the Pupil Premium Provision.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- in information provided for new parents

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.

PUPIL PREMIUM

The Derby High School is committed to ensuring that all students make the best possible progress. In our most recent Ofsted inspection in 2014 achievement and attainment gaps between disadvantaged students and their peers have closed.

The Headteacher and senior team provide an uncompromising approach to securing the very best for the students in the school and a determination to provide the best life chances for all students.

Leaders have established a culture of high aspiration and ambition and have secured significant improvements in key areas over time. These improvements include an increase in the proportion of students attaining GCSE grades at A* to C in English and Mathematics and acceleration of the progress made by disadvantaged students.

As a result of a whole-school approach over time, significant improvements in the performance of students from disadvantaged backgrounds have been secured.

The Pupil Premium is being used to ensure that the school's personalised approach to learning provides focused help and support, and our imaginative curriculum tailored to pupils' needs are both highly effective in ensuring all pupils make excellent progress.

Actions focused on learning in the curriculum	
providing expert intervention in literacy and numeracy, good pupil teacher ratios, a wide range of projects, small group work and individual support all focused on literacy and numeracy	
£221,500	
Literacy Co-ordinator	48,600
Librarian	28,700
Staff with leadership responsibilities at SLT (KS3 & KS4 AHT, Raising Achievement AHT) & Middle leadership (Year Co-ordinators) level (proportion of their roles)	89,700
Additional time for key staff in English and Maths	10,000

Higher Level Teaching Assistant	28,600
Food subsidies	2,700
Staff Development	8,200
Comino Foundation	5,000
Actions focused on enrichment beyond the curriculum and raising aspirations providing a relevant rich and varied curriculum including memorable inspiring experiences, excellent academic and vocational routes and work related experience for all <p style="text-align: right;">£19,400</p>	
Leadership Spirit	2,900
Connexions	4,000
Music Tuition	7,200
Summer School	300
Ideas Foundation	5,000
Actions focused on social, emotional and behavioral issues providing additional pastoral support to overcome the barriers to learning including professional counselling for children with emotional difficulties/family breakdown/bereavement <p style="text-align: right;">£106,600</p>	

KS3 and KS4 Inclusion Managers	£58,600
Relateen	13,300
Holistic Therapies	1,500
Mentoring	4,200
Welfare Buy-back	29,000
<p>Actions focused on families and communities</p> <p>Budget for all projects aimed at community, parental engagement, especially in preparation for transition to the school and overcoming barriers to learning and learning on transition.</p>	£7800
CLAS	7,800

TOTAL £355, 300

IMPACT

In 2016 our disadvantaged pupils achieved a progress 8 score of +0.29 and 46% attained 5+ A*-C with English and Mathematics. Overall progress for disadvantaged pupils was better than all pupils in all elements. Overall attainment of this group of students was similar to all pupils. Attainment in the English, Maths, EBACC and Open element for this group was also similar to all pupils.

2016	All pupils	Disadvantaged pupils
Progress 8	0.25	0.29
English element	-0.25	-0.20
Maths element	+0.16	+0.20
Ebacc element	+0.19	+0.22
Open element	+0.71	+0.75
Low ability	+0.29	+0.39
Middle ability	+0.26	+0.22
High ability	+0.18	+0.37

2016	All pupils	Disadvantaged pupils
Attainment 8	50.06	47.64
English element	9.66	9.25
Maths element	9.59	9.10
Ebacc element	13.28	12.28
Open element	17.53	17.00
Low ability	34.94	35.12

Middle ability	50.81	50.06
High ability	65.62	67.10

A*-C English & Maths	All pupils	Disadvantaged pupils
2016	57%	46%
2015	51%	49%
2014	50%	60%

English Baccalureate	All pupils	Disadvantaged pupils
2016	24%	24%
2015	28%	26%
2014	30%	26%

Absence 2016	The Derby	National
FSM	6.2%	7.2%
Non FSM	4.4%	4.1%
Finding = Our FSM students are doing better than the national figure by 1% point		

Fixed Term Exclusion 2015	The Derby	National
FSM	2.2%	18.77%
NON FSM	0.84%	4.58%
Finding = Our FSM students are doing much better than the national figure for FSM and for Non FSM		

Permanent Exclusion 2015	The Derby	National
FSM	0.55%	0.39%
NON FSM	0.00%	0.07%
Finding = Our FSM students are slightly worse than the national figure for FSM		

PROGRESSION POST 16

89% of Pupil Premium School Leavers progressed to full time education or a job with training compared to national of 85%.

The School's Information Advice and Guidance (IAG) is highly rated and includes bespoke advice for children in receipt of Pupil Premium.

Gold Award for IAG achieved Summer 2016