



KING EDWARD VI  
SHELDON HEATH ACADEMY

## **PUPIL PREMIUM – POLICY & PRACTICE**

### **1. Pupil Premium funding**

The Pupil Premium (PP) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is currently paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years;
- in care for 6 months or longer;
- the children of service personnel.

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

The Academy uses Pupil Premium funding to ensure that disadvantaged students are further supported to experience success, gain confidence, develop independence, realise potential and be prepared for the opportunities, responsibilities and experiences of adult life. Systems and practices in place reflect the Academy's strong commitment to tackling whatever individual problems a student may be facing.

The Academy is committed to spending money wisely and in the best interests of all its students. The Academy uses FSM entitlement as a criterion for making additional provision, however at times PP funding is pooled with other funding to ensure that:

- Students with FSM are not singled out.
- Students identified as disadvantaged through the Academy's assessment are equally supported.

For more details on the Pupil Premium, please visit:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

To find out more information on whether a child is eligible for Free School Meals please visit:

<https://www.gov.uk/apply-free-school-meals>

### **2. Purpose of the pupil premium policy**

The purpose of this policy is to outline how the Academy will ensure that the allocated Pupil Premium funding has an impact on narrowing the attainment gaps between disadvantaged students and their peers.

The Academy is accountable to the school community for how this additional resource is used to narrow any achievement gaps. New measures have been included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

The Academy is 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 students at the Academy in respect of whom grant funding was allocated'.

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

### **3. Objectives**

Through this policy, the Academy aims to:

- Ensure that the allocated Pupil Premium funding is used solely for its intended purpose. Provide additional educational support to raise the achievement of students in receipt of Pupil Premium.
- Narrow the gap between the educational achievement of disadvantaged students and their peers.
- Address underlying inequalities, as far as possible, between disadvantaged students and others.
- Ensure that the Pupil Premium funds reach the students who need them most.
- Make a significant impact on the education and lives of disadvantaged students.
- Work in partnership with the parents of students to collectively ensure their success.
- Have a whole-school approach when addressing the 'attainment' gap experienced by disadvantaged students.

In making decisions on the use of the Pupil Premium, the Academy will:

- The Academy also recognises that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of disadvantaged students.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of students.
- Be transparent in reporting how the Pupil Premium is used, so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the Academy and governing body.
- Recognise the fact that FSM students are not an homogeneous group and cover a wide range of needs. As such the strategies used 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. The Academy will also use high quality interventions with proven evidence of impact to assist students 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 academic year.

### **4. Roles and responsibilities**

The Academy expects all members of its community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for students.

#### **The Principal and Senior Leadership Team**

The Principal is responsible for implementing this policy. He will ensure that all staff are aware of their responsibilities in narrowing achievement gaps for disadvantaged students and that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment.

It will be the responsibility of the Principal to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap for disadvantaged students
- 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 students receiving a particular provision, when compared with other forms of support

#### **Teaching and Support Staff**

Teaching and support staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enables students 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 students 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.

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 students and narrow the gaps.

#### **Governing body**

The Local Governing Body has an important role in ensuring that the Academy complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

In monitoring and evaluating the work of the Academy in relation to the Pupil Premium, the Governing Body will consider a range of information, including data on progress and attainment as evidence of impact.

At the start of each academic year, the Governing Body will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used and the impact this has had.

#### **5. Monitoring and reviewing the policy**

The Academy's work in relation to the Pupil Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow for adjustments if particular strategies are not working well.

This Policy will be reviewed on an annual basis and adjustments will be made to it as may be required.



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## **STATUTORY INFORMATION**

**Pupil premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived students**

The Pupil Premium is spent in an integrated way to ensure that entitled students make good progress and exhibit high levels of engagement by ensuring they receive good quality teaching, appropriate support, access to resources and activities beyond their curriculum. Attainment is monitored carefully to ensure students are making progress towards their aspiration grades and levels.

Where appropriate, support is provided to remove barriers to learning. For example, support with reading, strategies to improve attendance or additional classes. The funding has also contributed to establishing a reading programme in years 7 and 8, additional staffing support in maths and English and additional lessons in these subjects. Entitled students also access all out of hours opportunities at no, or minimal additional cost and receive free music lessons, equipment and clothing as appropriate.

All tracking systems at the Academy identify students entitled to the Pupil Premium support. This ensures dialogue, planning and bespoke support to work towards closing the achievement gap. Strategies to close the achievement gap focus into three areas; raising aspirations, improving confidence/self-esteem and improving academic achievement. These initiatives, whilst being aimed at students for whom the Pupil Premium Funding provides additional support, also have a direct impact on all students.

## Pupil premium report 2016/17

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	1032
Total number of pupils eligible for PPG	510
Amount of PPG received per pupil	£
Total amount of PPG received	£

Student performance in public examinations - 2017		
	Disadvantaged	Other
% of students achieving EngMa at grade 4 or better	55	68
% of students achieving EngMa at grade 5 or better	26	50
% of students achieving EBacc at grade 4 or better	50	50
% of students achieving EBacc at grade 5 or better	40	60

The impact in educational attainment arising from expenditure of the previous financial year's Pupil Premium has been demonstrable with improvements in reading, writing and attendance in Year groups 7 - 10.

Our latest set of exam results indicated that the disadvantaged students were roughly equally represented in the proportions of students who achieved the EBacc with either a grade 4 in their English and Maths (EBacc 4) or a grade 5 in their English and Maths (EBacc 5) with their peers. This indicates that our work to narrow attainment gaps in this performance measure were very effective; disadvantaged students secure outcomes comparable to their peers against the backdrop of a more aspirational curriculum. However, the proportion of disadvantaged students who achieved a grade 4 or 5 in both their English and maths GCSEs was lower than their peers. More detailed analysis indicated that this attainment gap was linked to the broader issue of caution with tiers of examination entries relating to the new GCSE specifications in these subject areas.

Progress, as measured by the Progress 8 indicator, and attainment, as measured by the Attainment 8 indicator for disadvantaged students indicated that there are areas where we need to refine our practice in order to narrow gaps.

## **Pupil premium plans for 2017/18**

To achieve the desired outcomes for disadvantaged students during the current academic year:

- Review the level of support to all students with this entitlement; introduce more opportunities for students to appreciate the importance of good achievement in their future destinations. More specifically, work with a small group of disengaged students – effective mentoring, motivational activities, focus on revision skills to instil aspiration and a sense of self-belief.
- Support staff in their use of tracking data so that interventions are more effective.
- Work with open element subjects to review curriculum provision and raise standards for all students.
- Review monitoring cycle for data so that interventions are even more timely.
- Further support the development of reading and writing.



### Analysis of pupil premium spend

Initiative	Objective	Desired outcome	Impact	PPG Subsidy 2016/17	PPG Subsidy 2017/18
Contribution to support staff salaries. <ul style="list-style-type: none"> <li>• Non-teaching pastoral managers (x5)</li> <li>• Attendance officer</li> <li>• Home-Academy support worker</li> </ul>	Analysis of attendance/behaviour patterns and intervention in place often and regularly.  Provide pastoral/academic mentoring.	Potential issues are identified early and strategies are in place to address them.	Attendance and behaviour data showed significant improvement over the 2016/17 academic year. In particular, PA for disadvantaged students was significantly reduced between Sep2016 and Jul 2017.	120,000	
Fortnightly attendance meetings	Strategies, actions and targets are discussed and reviewed weekly to improve attendance for PP groups and individuals.	Narrow the gap of vulnerable groups particularly PP.		25,000	
Supporting families	Barriers are removed to support pupils with their academic achievements to purchase uniform, textbooks, equipment and other essentials.	Remove barriers to learning; students attend school.		30,000	
Access to services	Access to services aimed at engaging or supporting entitled students, i.e. behaviour support, counselling, mentoring.	Students appreciate the importance of attending school; they feel supported in their achievement.		25,000	
Development opportunities	Participate in programmes aimed at developing students, for example student leadership award.	Students are actively engaged in their education and are able to achieve.	Participating students are now mentors for younger students.	2,000	
Restructure of pastoral team.	Keep behaviour management separate to house rewards, introduce progress managers for year groups.	Progress is closer monitored by progress coordinators. House coordinators provide opportunities for students to excel beyond the classroom.	Not yet formally measured as initiative is relatively new.	25,000	
Review rewards structure.	Reward students for their achievements.	Promoting good attitudes to learning.	Students seek opportunities to earn their house points.	10,000	
Breakfast revision sessions before exams.	Students are supported to improve performance.	Students arrive early for exams and in the right frame of mind.	All exams started promptly, and students were fully engaged in the process.	5,000	
Lead Practitioners in all core subjects.	Quality CPD ensures that teaching effectively engages all learners.			60,000	
Staff development on data tracking analysis (academic and pastoral)	Review tracking sheets so achievement of students can be better tracked.	User friendly, bespoke departmental tracking supports staff in identifying potential issues promptly. Intervention	Better awareness of PP students and offering support in the classroom.	2,500	

		better targeted.			
Staff CPD	Embed assessment for learning, develop strategies for effective feedback.	Students develop a clear understanding of what they need to learn to improve their achievement.		2,000	
<ul style="list-style-type: none"> <li>Extended library times</li> <li>Access to IT (RDS/Academy)</li> <li>Breakfast Club</li> <li>Homework club</li> </ul>	Ensure access to resources before/after the normal Academy day.	Students have a safe environment to work and access to resources like IT to study, revise, complete their homework, etc.	Reduction in sanctions for lack of or incomplete homework and/or coursework.	8,000	
Regular Progress meetings	Review and discuss progress of students.	Effective intervention arrests underachievement. Close, effective monitoring of students ensures timely actions.	Mentored students improved their progress. Intervention groups were more focused.	6,000	
Data Tracking	Analyse and publish tracking data termly.	Raise awareness of student achievement in individual subjects.		1,000	
Subject support	Provide the staffing capacity in core subjects for: <ul style="list-style-type: none"> <li>small group work</li> <li>1-2-1 support</li> <li>reduced group size</li> <li>additional lessons</li> </ul>	Bespoke, personalised support ensures that the attainment gap (5A*-C incl Eng and maths) continues to decrease. The differential in progress 8 also decreases	Staffing issues and new specifications meant that impact was not as anticipated.	50,000	
Revision sessions	Bespoke revision sessions and small group tuition on Saturdays and during holidays. Equip students with free revision guides and other resources.	Ensure revision takes place. Students are well prepared for their examinations.	98% A* - G Excellent achievement in English despite new GCSE spec. Well above nat ave EBacc attainment.	25,000	
Textbooks for new curriculum	Provide textbooks to all students			25,000	
Mock exams	Provide two rounds of mock exams to best prepare students for formal examinations.	Accurate "snapshot" or achievement informs targeted interventions. Students are aware of their performance.	A coordinated approach to secure outcomes had a positive impact in English and Science.	5,000	
Reading and writing	Raise standards of reading and writing: <ul style="list-style-type: none"> <li>accelerated reader</li> <li>reading and writing competitions</li> <li>reading mentors</li> <li>library stock</li> <li>providing free books to students</li> </ul>	Students read widely and write extensively and well. As a result, they can access the curriculum fully and achieve well in exams.	Accelerated reading data shows that reading age improved for 69% of disadvantaged students. 43/65 disadvantaged students. Library borrowing data shows a steady increase in proportion of disadvantaged students who borrow a book.	5,000	
Varied and broad curriculum	Provide a varied curriculum; extended	All departments enhance their curriculum	Provision engages and motivates	50,000	

	opportunities for students.	offer with speakers, visits and other activities.	students.		
Ed visits and trips	Students have full access to a wide range of personal development opportunities.	All students who wish to are able to participate.	Increased participation from disadvantaged students.	18,000	
Activities week	Fund/subsidise activities taking place during activities week, or as appropriate.	Engaging, rewarding or enriching experiences for all students.	All disadvantaged students accessed at least two trips or visits.	13,000	
Create and share a “cultural passport”.	Students learn independently outside the classroom. Enriching opportunities.	Students and their families aware of all the free activities taking place around the city during holidays; subsidise participation where a cost is involved.		1,500	
Track participation	Track participation to extracurricular activities. All activities, including peripatetic music lessons are free of charge.	Increased participation in extracurricular activities, such as sport and peripatetic lessons.	All academy students had taken part to at least three extracurricular activities during the academic year.	1,000	
Raise aspirations	Raise aspirations by funding events such as: <ul style="list-style-type: none"> <li>• University and higher education visits</li> <li>• Participation to master classes</li> <li>• “Big Bang Fair”</li> <li>• Brilliant club</li> <li>• Motivational activities for groups of students and their families.</li> </ul> And by organising events such as the annual university fair and annual careers’ fair.	Cultivate a culture of self-belief. Raise aspirations, more students choose to study at 6 <sup>th</sup> form or college and to apply to university of a higher-level apprenticeship; students understand the links between good qualifications and future careers.	NEET is very low and corresponds to 1 student in each of the last 3 years.	15,000	
Careers advice	A tailored careers education programme that meets the specific needs of students. All students to have a one-to-one careers interview and follow up interviews as appropriate. Prioritise appointments for students at risk of becoming NEET.	Students make appropriate choices for KS5 and are given advice and support concerning their future.	Increased motivation to apply for Further and Higher education. Students have realistic aspirations. Low NEET.	8,000	
Subsidise participation in national careers events.	All students in Year 11 and selected students in Year 13 attend the national skills show; Participate in the apprenticeships show	All students are engaged with the process; they make links between achievement and future career goals.	A trend of improving retention rates.	5,000	
Parental engagement	Work with families to change attitudes to learning and raise student aspirations. An ethos of self-belief.	Wide range of strategies to effectively engage with families.	Home visits for meetings to avoid parents becoming anxious about attending school.	3,000	
Additional resources	Create additional capacity for staff responsible for monitoring the impact of strategies on academic performance, engagement, participation, etc.		Effective monitoring informs impact of strategies in place and if there are further needs.	15,000	

EAR	Provide Enquiries about Results free of charge to all qualifying students.		51% of EAR for disadvantaged students were upheald.	5,300	
			Total	566,300	
			PPG	568,000	

	Impact/	Cost 2015/16		Cost 2017/18
:			£230,000	
<ul style="list-style-type: none"> <li>Personal tutoring</li> <li></li> </ul>			£15,000	
			£1,500	
			£34,000	
			£2,000	
			12,500	
<b>Academic Support</b>				
			£50,000	
<p>Ensure access to resources before/after the normal Academy day:</p> <ul style="list-style-type: none"> <li>Extended library times to ensure access to IT facilities for homework</li> <li>Breakfast Club</li> <li>Homework club</li> </ul>	Students have a safe environment to work and access to resources like IT to study, revise, complete their homework, etc.		£6,000	
<p>Provide the staffing capacity in core subjects for:</p> <ul style="list-style-type: none"> <li>small group work</li> <li>1-2-1 support</li> <li>reduced group size</li> <li>additional lessons</li> </ul>	Bespoke, personalised support ensures that the attainment gap (5A*-C incl Eng and maths) continues to decrease. The differential in progress 8 also decreases.		£70,000	
<p>Bespoke revision sessions and small group tuition on Saturdays and during holidays. Equip students with free revision guides and other resources.</p>			£18,000	
<p>Raise standards of reading and writing:</p> <ul style="list-style-type: none"> <li>through programmes like accelerated reader</li> <li>reading and writing competitions</li> <li>reading mentors</li> <li>library stock</li> <li>providing free books to students</li> </ul>	Students read widely and write extensively and well. As a result, they can access the curriculum fully and achieve well in exams, thus making progress from their starting points.		£15,000	
<p>Provide a varied curriculum and extend the opportunities for students with FSM. All departments are assisted to enhance their curriculum offer with speakers, visits and other activities.</p>	Embed the belief that all students can achieve – minimum 100% 5 A*-G including English and Maths.		£25,000	
<b>CPD</b>				
Staff CPD to embed assessment for learning, develop strategies for effective feedback.	Students develop a clear understanding of what they need to learn to improve their achievement.		£2,000	
Train 6 <sup>th</sup> form students to become effective peer subject mentors.	Bespoke, effective support for students. All students who participate in the programme made the expected progress in both English and maths.		£1,000	
Support staff in becoming effective mentors for qualifying students.	Close, effective monitoring of students ensures timely actions.		£1,000	
Other bespoke CPD	Raising awareness.		£1,000	
<b>Extra-curricular</b>				
Ensure qualifying students have the same opportunities with their peers (educational	Students have full access to a wide range of personal development opportunities.		£15,000	

visits, trips to Spain or to Auschwitz).				
Fund/subsidise activities taking place during activities week, or as appropriate, aimed at engaging, rewarding or enriching the experiences of students.			£18,000	
Create and share a “cultural passport”, making students and their families aware of all the free activities taking place around the city during holidays; subsidise participation where a cost is involved.			£1,000	
Increase participation in extracurricular activities, such as sport and peripatetic lessons. All peripatetic music lessons are free of charge.			£15,000	
<b>Raising Aspirations</b>				
Fund events aimed to raise aspirations: <ul style="list-style-type: none"> <li>University and higher education visits</li> <li>Participation to master classes</li> <li>Attendance to events like the “Big Bang Fair”</li> </ul>	Raise aspirations, more students choose to study at 6 <sup>th</sup> form and to apply to university. NEET is very low and corresponds to 1 student in each of the last 3 years.		£5,000	
<b>Other</b>				
Strategies to effectively engage with families, either through one to one meetings or group events. Sharing information with families.	Work with families to change attitudes to learning and raise student aspirations. An ethos of self-belief.		£3,000	
Motivational activities for groups of students and their families.	Cultivate a culture of self-belief and raise aspirations.		£2,000	
Staff responsible for monitoring the impact of strategies on academic performance, engagement, participation, etc.	Effective monitoring informs impact of strategies in place and if there are further needs.		£20,000	
<b>Careers Education</b>				
A tailored careers education programme is in place that meets the specific needs of students.	Students have realistic aspirations. Low NEET.		£3,000	
All disadvantaged students to have a one-to-one careers interview and follow up interviews as appropriate with independent careers adviser. Purchase extra time to facilitate this.			£1,500	
Subsidise participation in national careers events.			£500	
<b>Total</b>			<b>£545,210</b>	
<b>PP Funding</b>			<b>£568,000</b>	

The Academy used the student endowment fund to subsidise extra costs to ensure adequate provision for all disadvantaged students.