



The Thomas Adams School

Policy Statement

Pupil Premium Grant (including Year 7 Literacy & Numeracy Catch Up Premium)

Updated August 2020

Reviewed by Governors

Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant per eligible pupil is £955 for the current financial year. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Service Children (Ever 6) are liable to receive £310 in the current financial year. Pupil Premium Plus students are looked after children (LACs) or adopted from care under adoption act (2005) and are entitled to £2345 in the financial year (also known as post-Lac), and schools will increasingly be accountable to the LA Virtual Headteacher for the ways in which funding is spent.

The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Year 7 Catch Up

The literacy and numeracy catch-up premium provides schools with an additional funding for each year 7 pupil who did not achieve the expected standards in reading and Maths at the end of Key Stage 2. This is expected to be the same level of funding as the previous year.

Principles

- The Headteacher and Assistant Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (eg English and maths provision, welfare and inclusion support)
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have previously received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered, or have been registered, for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction

- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- Funded interventions will include pastoral support where appropriate eg attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (eg Data Sweeps, Termly Progress Reports)
- We will inform parents, carers and students about their eligibility for Pupil premium, and where possible we will account to them for its use and impact
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes
- We will liaise with the LA Virtual Headteacher in deciding how to spend Pupil Premium Plus funding

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium students, or an individual student:

| Group | Examples |
|---|---|
| 1 Family Engagement | <ul style="list-style-type: none"> • Family Liaison Officer (FLO) / Pastoral Manager / Careers Advisor |
| 2 Attendance | <ul style="list-style-type: none"> • Attendance Officers • Educational Welfare Officer • Reward certificates |
| 3 Engagement in Learning and widening experiences | <ul style="list-style-type: none"> • Educational visits, including a residential trip (or pro rata contribution to the overall cost) • Motivational speakers • Lifestyle initiatives • Lunchtime initiatives and equipment • Staffing of after-school clubs • Transition support • Work skills courses • IAG Opportunities |
| 4 Accelerated Progress | <ul style="list-style-type: none"> • Providing small group work with an experienced teacher focused on overcoming gaps in learning • 1-1 tuition from a qualified teacher • Additional staffing in specific targeted year groups • Additional group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Staff CPD for outstanding teaching and high-impact interventions (eg feedback, questioning, conferencing, metacognitive activities) |

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| 5 Pupils as enablers | <ul style="list-style-type: none"> • Monitor and mentor opportunities for students (eg Year 11 Student Leaders) |
| 6 Pupil Premium Plus (additional support) | <ul style="list-style-type: none"> • Bespoke provision to aid transitions • Small group/1:1 tuition (e-learning) – My Tutor • Staff development to meet needs • Strategies to improve engagement (pupil resilience) • Aspirational opportunities (home education, apprenticeship, career plans) • Developing cultural capital (support enrichment opportunities) |

Year 7 Literacy and Numeracy Catch Up Funding 20-21

What is catch up funding?

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support Year 7 pupils who did not achieve the expected standard in Reading and Maths at the end of Key Stage 2. This year TAS will receive £10,000.

For the academic year 2020-21 the DFE and EFA awarded catch up premium based on the percentage change in cohort size compared with the previous cohort, rather than on the number of students who have not met the expected standard in Reading or Maths at Key Stage 2. It will be adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2019 census (Gov.uk).

TAS will identify pupils who need extra support from the Year 7 catch-up premium, so we can decide the best way to use the funding. The way in which this funding is allocated will be tailored to the needs of the cohort.

How much funding do we receive?

2017/18 funding: £10,000

2018/19 funding: £10,000

2019/20 funding: £10,000

2020/21 funding: £10,000

How is catch up funding spent at TAS?

- Year 7 transition reading programme identifying gaps in comprehension and vocabulary.
- Contribution to the cost of a full-time English and Maths Mentor to support students inside and outside of the classroom.
- Identified students, dependent on individual need, are delivered a structured reading and literacy programme that includes paired reading, additional literacy, units of sound, rapid reader.
- Form time group intervention sessions include Tier 2/3 Vocabulary and Numeracy Ninja.
- Year 11 Entry Level delivered in English and Maths with HLTA alongside entry for standard GCSEs in Maths, English Language and Literacy.
- Students extracted from mainstream lessons to be directly taught by our SENCO and HLTAs in small group lessons where basic literacy and numeracy are the focus.
- Pupils are placed in groups with intensive TA support.

The cost of this intervention surpasses £7,166 but we use the rest of our staffing budget to ensure we provide this range of support.

What is the impact of the funding? (This information was taken from our internal tracking system for 2019-20).

- Spelling ages have increased for all with an average of 6 months across all students.
- After receiving 12 months of extra literacy, the pupils have increased their reading; on average 12 months improvement across all students.
- The numeracy intervention has resulted in all targeted students making expected progress in Maths over the academic year.

Pupil Premium Evidence

1. The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve highest level.
 - **Evidence – Key to Success, LA – FSM, SISRA, Intervention Team, Mentoring, Pastoral Support, SEAL, External Support (CHAT)**
2. The school thoroughly analyses which pupils are underachieving, particularly in English and Mathematics.
 - **Evidence – Form Intervention KS3, Literacy Support Packs, 1:1 Tuition, Numeracy Support, Core Skills, E-Learning, Targeted Revision Sessions, English and Maths Tuition Service, Units of Sound. Form Time Extraction Programme, Library Development.**
3. The school drew and draws upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to impact on improving achievement.
 - **Evidence – Sutton Trust, Education Endowment Fund, Partnership with School, Department for Education, Personal and Career Development**
4. We allocate high quality staff to teach intervention groups to improve mathematics and English, or re-deploy support teachers who have a good track record in raising attainment in those subjects.
 - **Evidence – HLTA, Extract groups lead by experienced and qualified staff, resources**
5. The school uses achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using data retrospectively.
 - **Evidence – Pupil Premium Applications, SISRA, Reports, Behavioural Logs, Attendance Records**
6. The school ensures that senior leaders and Headteacher have a clear overview of how the funding is being allocated and the difference it is making to pupil outcomes.
 - **Evidence – Pupil Premium Spending Reports, Pupil Premium Development Plan, Termly Reviews, Governors Report**
7. The school ensures that class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
 - **Evidence – Key to Success, LA – FSM, Confidentiality List, SIMS**
8. The projects we have set up are to tackle a range of issues, e.g. attendance, behaviour, factors outside school, well-being and support, professional INSET on FSM pupils, effective teaching and learning, strong IAG, literacy and numeracy support, further enrichment, fundamental school resources

- **Evidence – Adams Apprenticeship, Intervention Team, Pastoral Support, External Agencies, Targeted IAG, CHAT, PD Days, Extra-Curricular Programme, SEN Support.**

9. We offer a flexible approach to the curriculum that includes an alternative provision and extended work experiences and vocational opportunities.

- **Evidence – Works Placements, Project Farm, Works Experience**

Service Children Evidence

1. Support students during posting (parent/carer) or transfer through emotional support or academic performance.
 - **Evidence – Pastoral Support, Intervention Team, External Agencies, Counselling Service**
2. Removal of barriers to learning in English, Maths and Ebacc.
 - **Evidence - Form Intervention KS3, Literacy Support Packs, 1:1 Tuition, Numeracy Support, Core Skills, E-Learning, Targeted Revision Sessions, Maths Tuition Service**
3. Out of School Hours Support to aid academic performance
 - **Evidence – Extra-Curricular Programme, Academic Support, Home Learning Hub, Revision Programme**

For formal information on LAC intervention refer to LAC Policy Statement

Reporting

It will be the responsibility of the Headteacher and Assistant Headteacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for socially disadvantaged students (Pupil Premium against non-Pupil Premium students);
- an outline of any changes to provision that have been made since the last meeting;
- 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 (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body and Senior Leadership Team will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged students, and what the impact has been. Publication will include posting the statement on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure

Review

This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)