



Pupil Premium Policy

2016-2017

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Statement of intent

At Chaigeley School we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some pupils 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 pupils and closing the gap with their peers.
- Supporting children and young people with parents in the armed forces.
- Providing funding for looked-after children (LAC).

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

1. Legal framework

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

- The Children Act 1989
- The Equality Act 2010

2. Pupil premium grant

2.1. In the academic year 2016 to 2017 the grant is as follows:

Disadvantaged pupil	Grant amount per pupil
Pupils in year groups reception to Year 6 recorded as Ever 6 FSM.	£1,320
Pupils in Years 7 to 11 recorded as FSM	£935
LAC defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English LA	£1,900
Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special order, a child arrangement order or a residence order	£1,900
Service children.	£300

3. Objectives

3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.

3.2. To narrow the gap between the educational achievement of these pupils and their peers.

3.3. To address underlying inequalities, as far as possible, between pupils.

3.4. To ensure that the PPG funds reach the pupils who need them the most.

3.5. To make a significant impact on the education and lives of these pupils.

3.6. To work in partnership with the parents/carers of pupils to collectively ensure their success.

4. Strategies

- 4.1. Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- 4.2. Ensuring PPG funds can be identified within the school's budget.
- 4.3. The Principal will consult with the pupil premium lead, governors and staff when deciding how funds are spent.
- 4.4. Assessing the individual provisions required for each pupil in receipt of PPG.

5. Potential measures

- 5.1. Providing one-to-one and small group work with experienced staff to address specific knowledge gaps.
- 5.2. Reducing class sizes to improve opportunities for effective teaching.
- 5.3. Creating additional teaching and learning opportunities using teaching assistants.
- 5.4. Targeting English and maths in pupils who are below age expectations.
- 5.5. Allocating funds to enable these pupils to participate in extra-curricular activities.
- 5.6. Targeting pupils who require additional help to reach age related expectations.

6. Focus of spending

- 6.1. Under the terms of the PPG, the funding may be spent in the following ways:
 - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
 - For the benefit of pupils registered at other maintained schools or academies.
 - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- 6.2. If the grant is not used in the academic year, some or all of it may be carried forward to the following year.

7. Reporting

7.1. The school will monitor, evaluate and review the success of the impact of PPG funding, in terms of improving educational outcomes and cost effectiveness.

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

7.3. Information regarding PPG spending will be published on the school's website.

8. Monitoring and review

The Principal and Pupil Premium Lead will be responsible for reviewing this policy

Pupil premium reporting

Number of Pupils and Pupil Premium Grant (PPG) Received		
Total number of pupils on roll		38
Total number of pupils eligible for PPG		38
Total amount of PPG received		£ 18,442.00
Total amount spent		£ 17,797.48
Summary of PPG Spending in Academic Year 2016-2017		
Objectives in spending PPG		
<p>To use different strategies as a means of engaging small groups of pupils or individuals</p> <p>To accelerate the progress made by different groups of pupils</p> <p>To improve attendance</p> <p>To further develop social and emotional skills</p> <p>To provide specific interventions for individuals</p>		
Summary of spending with outcomes		
Initiative / Intervention	Cost	Outcome
The development of an outside classroom space	£622.00	The space is a recent initiative of which we are yet to see an impact in school. A number of pupils were instrumental in its design. To date it has been well received by the pupils who have seen it. The use of the space will be planned into the curriculum for the new academic year 2017-2018.
Enhanced payments for staff leading initiatives linked to Pupil Progress	£3,300	<p>A small number of staff receive enhanced payments to coordinate and monitor different initiatives linked to pupil outcomes.</p> <p>a) Individual Social Outcomes Plan (ISOPS) - pupil plans are reviewed each half term based on progress made using the Muntham House Social Outcomes Wheel. ISOPS are directly linked to the school system of rewards and individual target setting</p> <p>b) Pupil Pen Profiles- Each pupil has a pen profile with historical data and information prior to Chaigeley. Staff regularly update the profiles to reflect changes in pupil behaviour and attitude and the reasons. This information allows us to put in place the correct intervention for the pupil. Individual outcomes are recorded a part of provision mapping and monitoring</p> <p>c) Career – One staff has responsibility for the coordination of careers information in school. She has</p>

		<p>liaised with and bought in the support of Warrington careers service to ensure pupils have access to impartial careers advice. She has worked with one pupil and his parent to avoid him becoming NEET. Several avenues of support and advice have been accessed for him. She is networking with a range of employers and businesses to look for different opportunities and work experience for our pupils. Links with Y11 leavers are maintained when possible.</p> <p>d) Whole School Marking Scheme Work has been completed on the introduction of a new whole school marking scheme. The scheme reflects the beginning of a new system to replace NC levels in school, Growth Mindset and to meet Ofsted requirements. Through work scrutiny, learning walks and classroom observations by SLT it is evident the pupils are beginning to engage in constructive dialogue, use self and peer assessment. CPD with staff to share good practice is ongoing.</p>
Alternative Provisions for vocational learning	£3,175.99	<p>School use off site provisions to provide pupils with vocational experience. One Y11 pupil has completed an IMI Entry Level 2 Vehicle Maintenance qualification following time spent on site with the school maintenance team. He completed a work experience placement in his local authority. His skills and work ethic have secured him an apprenticeship with his local council.</p> <p>School use external tutors when necessary with another Y11 pupil completing a VTCT Entry Level 1 in Hairdressing and Barbering with time spent in the salon as part of the course. She has several options open to her at the end of Y11 including a choice of salons in which to complete her apprenticeship</p>
Camera to support interest in photography in art and creative media.	£371.47	<p>The camera has been used with 3 pupils in particular who all have an interest in photography Portfolio's have been produced to assist with college placements. Two pupils have been accepted at South Cheshire College to study art, one pupil is still deciding on an apprenticeship for hairdressing or a college placement to study make up and theatre</p> <p>The camera has been used to record whole school events and supports our evidence of the social, moral, spiritual and cultural development of our pupils</p>
<p>Creative Workshops for staff and pupils using art, drama, music.</p> <p>“ How to increase creativity in the delivery of lessons with a focus on writing in English”</p>	£2,500	<p>Following a one day inset for staff, the pupils worked with the artist for four days in a series of planned workshops. Pupils were able to talk about the experience in a positive way and all achieved either a piece of music, art work, writing, 3D model as their particular focus.</p>

		Pupils have been more creative in their writing and able to complete pieces of extended writing as evidenced in the increased participation in the Engage National Awards in which several pupils were successful.
Creative writing workshops	£125.00	Creative writing workshops have led to several pupils being successful in National competitions with poetry and short stories. There has been a positive impact in English in general and an increase in GCSE's for Y11.
Impartial Careers advice from Warrington Career service	£245.00	School have bought in the Warrington Careers Service which offers impartial advice to pupils from Y8-Y11. Career and Learning Pathways have been introduced. Pupils in KS4 have been more focussed and 70% of Y11's have left with a college placement or apprenticeship.
Individual incentives and rewards in addition to the school system of reward and incentives	£280.82	Staff working with their own groups can set "one off" incentives for individuals to address specific issues that may arise, allowing the pupil to refocus with small achievable targets.
Interventions linked to provision mapping including Speech and Language	£859.73 SP&L £5,967.50	<p>The majority of pupils have received different forms of interventions this year. The individual outcomes are to be found in the file "provision mapping"</p> <p>Speech and Language is used with several pupils from different key stages. Combined with mentoring it has been particularly successful with one Y11 pupil, from his starting point his communication skills have developed to such an extent he has been able to attend and take part in his annual review meetings, has met with careers advisors, he has attended football trials for a non-league side. He achieved a grade 5 GCSE English Language in addition to taking other forms of external accreditation. He attended a college interview and has a place to study art post 16. He has been able to travel independently on public transport to attend national events.</p> <p>One Y10 pupil combines mentoring with gym visits working on developing a positive body image, raising his confidence and self esteem. Another Y11 at risk of exclusion accesses the gym and with his mentor working through issues of anger management.</p> <p>Three KS4 pupils not engaging in the PE curriculum use alternatives like the climbing wall and gym with their mentors raising confidence and self esteem enabling them to achieve positive outcomes at the end of Y11</p>

ICT equipment to promote Independent Learning	£349.97	ICT has been used successfully to engage a school refuser in learning off site as part of the outreach team
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