

# Pupil Premium Policy

Poltair School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Student Services Centre as well as targeted support where needed to remove barriers to learning.

## Pupil Premium Policy 2016-17

Pupil Premium 2016-2017	
Number of Pupils Eligible	257
Total PP funding received	<b>238860</b>

% of students eligible for FSM

Year group	% FSM	LAC - number
7	39	2
8	40	1
9	41	2
10	45	1
11	34	1

# Impact of the 2016-17 expenditure on students eligible for Pupil Premium – Summary

257 students were eligible for the Pupil Premium.

Progress 8 score in 2017 for students entitled to Pupil Premium funding was -0.32, compared with +0.11 for the whole cohort. This was an improvement on 2016 when the Progress 8 figure was -0.4. The school's figure of -0.33 compares with a South West average of -0.35 and a national average of -0.35.

The Attainment 8 score in 2017 for students entitled to Pupil Premium was 33.69 compared with 42.93 for the whole cohort. This compares with 2016 when the Attainment 8 figure was 37.61.

The proportion of Pupil Premium students securing Grade 4 in both English and Mathematics in 2017 was 29% compared with 47% for the whole cohort. This was an improvement on 2016 when the proportion of Pupil Premium students securing this equivalent threshold (Grade Cs and above in English and Mathematics) was 26%.

The proportion of Pupil Premium students securing Grade 7 or above in both English and Mathematics was 7% compared with 10% for the whole cohort. This was an improvement on 2016 when the proportion of Pupil premium students securing the equivalent threshold (Grade Cs and above in English and Mathematics) was 0%.

The attendance of Pupil premium students for the academic year was 93.5% compared to 95.2% for the whole cohort. This was a sustained improvement on 2014-15 when the attendance figure for this group was 93.5%. The school's Pupil Premium attendance compares with the national figure of 92.8%

Persistent Absence amongst Pupil premium students for the year 2016-17 was 16.9% compared with 9.2% for the whole cohort. This was an improvement on 2015-16 when the Persistent Absence for this group was 18.6%. This compares with the national figure of 21.6%.

The proportion of Pupil Premium students who received a fixed term exclusion in 2016-17 was 11.6%, a reduction from 14.6% two years previously. The exclusion rate compares with 7.63% for the whole cohort. In addition, in 2016-17 there was a 3% reduction compared to the previous year in the proportion of students who had received an A4 sanction. (Behaviour Intervention Room)

# Pupil Premium Objectives 2016-17

There were four main Pupil Premium Objectives, identified in Poltair's 2016-17 School Development and Improvement Plan

Objective	Success Criteria	Action Taken	Impact / Next Steps
<p>To ensure that all learning is differentiated so that the engagement of pupil premium students leads to improved progress of this group.</p>	<p>Lesson plans clearly differentiate for all groups of Pupil premium students</p> <p>Challenging questioning is personalised for PP students, especially High Starters</p> <p>Homework is structured and resourced so that PP students can excel.</p> <p>A range of enrichment experiences across the whole curriculum are in place for PP learners.</p>	<p>Use of teacher planners to identify key underperforming groups</p> <p>Best Practice Briefing has been targeted at areas of identified elements of pedagogy that require focus. For instance, questioning.</p> <p>Professional Learning Communities (PLC's) target, focus and develop strategies for a ranges of identified PP students</p> <p>Further focus on class data as a way to differentiate and monitor progress of classes.</p>	<p>Enrichment activities will continue to be carried out throughout the year and are planned in most subject areas, impact will be reflected upon at the end of the 2017-2018 academic year.</p> <p>Continue to focus through Best Practice briefing (PLCs) to identify gaps in staff and student knowledge</p> <p>PLCs are being used to identify 'target students' for staff and research strategies to close the gaps.</p> <p>Encourage the use of pupil voice within faculties to understand PP barriers to learning and ideas to engage and enrich their learning.</p> <p>Pupil Premium requirements built into Performance Development whole school objectives.</p>
<p>To create personalised curriculum enrichment opportunities for all PP students in all years</p>	<p>Provide a range of aspirational high starter curriculum activities</p>	<p>Development of careers enrichment activities through the tutor and morals and ethics programme.</p>	<p>Some trips did take place by the end of the year.</p>

	<p>Develop CIEAG programmes that engage and motivate students</p> <p>Implement study support sessions for PP learners, with access to online and revision materials.</p>	<p>Curriculum enrichment days have been planned into the school calendar for the year based on career choices and there are aspirational trips to local higher and further education institutions.</p>	<p>New tutor programmes will have been delivered and will be ready for reflection and evaluation for the following year.</p> <p>Further visuals around school within faculties to further promote career opportunities.</p>
<p>To provide a range of pastoral support programmes that reduce attendance gap between PP and non PP students. Ensure that the journey to school results in all students being ready to learn</p>	<p>Provide breakfast club for all PP students</p> <p>Create 'how to help' guides for parents</p> <p>Introduce Assertive Mentoring programmes for PP students</p> <p>Target attendance intervention for low attending PP students.</p>	<p>There has been a focus on Pupil Premium students' attendance, especially PP students whose attendance is close to, or already at PA thresholds. (Persistent Absence &lt;90%)</p> <p>Data is analysed and shared by SLT, focus groups identified and key actions shared with YTLs</p> <p>YTLs then take this information and form an action plan, which they are held to account for in Line management.</p> <p>Tutors given 2 key focus students to work on.</p>	<p>Whole School Attendance 95.31% (down 0.08% on previous year)</p> <p>Whole School PA 9.23% (decreased 1.71% from previous year)</p> <p>PP PA 16.94% (Reduced from 17.89 on 18/11/2016)</p> <p>Whole school attendance remains above national standards.</p> <p>Whole School PA is the lowest it has been in the recent past.</p> <p>There are some challenging students who joined us post October half term (75+ admissions), many of whom had complex needs. There was a very structured plan in place to accommodate and engage these students.</p> <p>Engagement work with PP families taking place every half term by our 'Plus 1 services' (FSW, EEM, Counsellor)</p> <p>Key focus for YTLs to track these PP students</p>

			Raising the profile of >95% attendance across the school as part of Pastoral Development
To ensure that all leaders are proactive in promoting, developing and evaluating actions to close the gap for PP students, in terms of achievement and attendance	<p>Creating and maintain a PP Monitoring Board</p> <p>Ensure that impact of PP interventions is a common feature on all agendas</p> <p>Ensure that parents are routinely informed of all PP interventions as well as the impact of them on their child.</p>	Pupil Premium student focus in all Raising Standards Leader (RSL) meetings to ensure that interventions are matched to barriers where students under-achieving.	<p>Some evidence of closed gaps for PP students in both attendance and amongst some achievement data.</p> <p>Pupil Premium Action Plan to be devised, led and evaluated by Associate AHTs. Focus for this will be the use of PP passports for key students in Year 7 and 10.</p> <p>Pupil Premium interventions to be focus for all teachers in whole school target in Performance Development.</p> <p>Year Team Leader project addressing patterns of PP boys receiving A3As for non-completion of homework.</p>

## Table showing Pupil Premium grant spending for 2016-17

Area of Spend	Cost	Description of Intervention	Impact / Next Steps	Links to Sutton Trust Educational Endowment Fund Research
<p>Odyssey project – Use values and emotions to engage and motivate learners.</p> <p>Encouraging children to look at the values behind the lesson (SMSC) and link learning experiences to their life experiences.</p>	£ 2500 (40 staff trained for 2 hours at £ 30 per hour)	<p>Staff training.</p> <p>Focus on staff collaboration to implement specific learning strategies to target PP students.</p> <p>Sharing best practice briefings to inform staff of successful learning strategies.</p>	<p>Focus group of staff have led training and schemes of learning have been creating using emotive learning to engage.</p> <p>PLC's now focus strongly on PP students and improving learning experiences and outcomes for those students</p> <p>Revisit emotive learning through CPD time to further plan and develop schemes of learning with staff.</p> <p>Implement through tutor programme to further engagement.</p>	<p>Meta-cognition and self-regulation – high impact low cost (+8)</p> <p>Social and emotional learning – moderate impact for low cost (+4)</p>
New improved feedback policy	£ 2500 (40 staff trained for 2 hours at £ 30 per hour)	<p>Leadership and all staff training.</p> <p>Specific Pupil Premium work scrutiny to identify any gaps in expectation, challenge and presentation and organisation of work.</p>	<p>PP focus in teacher Performance Development Reviews</p> <p>Production of an effective feedback guide</p>	Feedback - high impact for low cost (+8)

Class Charts Package	£3598 including SEND Module	<p>Investment in new Class Charts package that can be used to organise classrooms with Pupil Premium students identified.</p> <p>Class Charts utilised to acknowledge underperforming PP groups.</p> <p>Class Charts utilised to acknowledge any gaps in whole school rewards and sanctions for PP v non PP students</p>	<p>Class Charts introduced at the end of 2016-17.</p> <p>Form tutor focus on rewards.</p> <p>Fortnightly achievement assemblies to recognise progress in academic achievements.</p> <p>Assessment of impact will be completed during 2017-2018</p>	Behaviour and rewards interventions – moderate impact for moderate cost (+3)
<p>Learning resources to support Pupil premium independent learning</p> <p>Revision guides</p> <p>Resources / stationary</p> <p>Praise postcards / stickers</p>	£ 2638	<p>Revision guides provided for all Pupil Premium Students.</p> <p>Art materials provided to year 9 and year 10 PP students to support project work at home.</p> <p>Equipment provided to Tutors to provide PP students with stationary for all lessons</p>	<p>Students have greater access to learning materials at home. This allows for improved quality of homework and preparation for classroom assessments.</p> <p>Homework is planned into the scheme of learning so homework is relevant to students learning and develops/consolidates classroom activities.</p> <p>Continue to promote homework so working at home becomes a habit for students leading to better revision programmes and more independent work for KS4 students.</p>	<p>Learning styles – improving support for independent learning – low impact, low cost (+2)</p> <p>Individualised instruction – moderate impact, low cost (+3)</p>
PiXL membership Including PiXL courses for students	£ 4275	Introduction of the PiXL community at Poltair to target interventions at the most	PiXL curve predictions in English and Maths accurate in 2016-17	Small group tuition – moderate impact, moderate cost (+4)

		<p>vulnerable and underperforming students including disadvantaged.</p> <p>Use of PiXL strategies including PLCs, PiXL curve</p>	<p>Several PiXL strategies to be rolled out and fully implemented during 2017 – 2018 including introducing new strategies across several new subjects. Clear focus of improving challenge, closing the gap and stretching underperforming PP students</p>	<p>Individualised instruction – moderate impact for low cost (+3)</p>
<p>Additional music 1:1 lessons for all year 7 and 8 Pupil premium students and GCSE Pupil Premium students</p>	<p>£ 8000</p>	<p>All pupil premium students in year 7 &amp; 8 given 1:1 music therapy.</p> <p>All GCSE Pupil Premium students timetabled for 1:1 Peripatetic lessons.</p>	<p>Progress 8 score for GCSE Music in 2017 was -0.39</p>	<p>One to one tuition – moderate impact for high cost (+5)</p>
<p>Catering ingredients for all Pupil Premium Students</p>	<p>£ 2000</p>	<p>All Pupil premium students are provided with food ingredients so that they can fully participate in all practical lessons so that they can develop their practical and evaluative skills.</p>	<p>GCSE Catering students achieved in line with national rates of progress and broadly in line with predictions. PP students (15) outperformed non PP students (15) with a difference of 0.49 P8</p>	<p>Aspiration intervention</p>
<p>Year 11 group intervention - Maths - English</p> <p>Easter and Half term revision / exam prep sessions</p>	<p>£ 13000</p>	<p>English and Maths small groups intervention with an appointed English &amp; Maths tutor.</p> <p>Teachers planned and delivered additional lessons in school holidays and after school.</p>	<p>Strong student and parental engagement with interventions brokered.</p> <p>Improved outcomes in GCSE English and Mathematics outcomes in 2017 summer exam series</p>	<p>Small group tuition – moderate impact for moderate cost (+4)</p>

Staffing Refreshments Year 11 exams PEP Refreshments		Transport provided to enable PP students to attend	Clear impact of improvements for disadvantaged students in terms of current assessment during the course of 2016 -17	
Alternative Curriculum provision - Prince's Trust - Forest schools provision - Cornwall College - CHES - Acorn Academy Tutors to support Students		Students identified as needing a different format of education to move themselves forward with their social interactions, behaviours and attitude. We used providers such as BF Adventure.	Reduction in behaviour points with key PP students	Aspiration interventions
Additional careers advice and guidance for identified Pupil Premium students	£ 1000	1:1 career meetings with identified students	Year team leaders have greater focus on careers – tutor programme and careers advice and guidance bespoke for PP students – options / college / universities	Aspiration interventions  One to one intervention – moderate impact for high cost (+5)
Subject specific revision guides and work books eg.	£2000	Students given access to revision guides designed to close the gap in terms of	Continue to identify areas of weakness within the curriculum of knowledge and understanding for PP students.	Homework (Secondary) – moderate impact for very low cost (+5)

RE, MFL, PE		<p>literacy and offer structured support to PP students</p> <p>Effective use of revision materials out of lessons</p>	Using RSL meetings to provide strategies for improving PP performance	
Rewards for improved or 100% attendance with Pupil Premium students	£ 3000	Year Team Leaders/Year Managers given specific groups to focus on to set targets.	<p>Overall school attendance has improved from 91.5% in April 2015 to 92.6% in July 2015 to 95.31% in July 2016. It currently stands at 96.07%. The national average for secondary school attendance is 95.0%.</p> <p>Attendance for Pupil premium students in July 2016 was 93.48%, an improvement from 88.7% at the end of the previous year. The national average attendance for this group is 92.8%. The current attendance for Pupil premium students is 93.64%</p> <p>The rate of Persistent Absence in July 2016 was 9.23%, an improvement from 20.3% a year earlier. The national rate for Persistent Absence is published as 12.4% in Raise Online.</p> <p>The rate of Persistent Absence for Pupil Premium students in July 2016 was 16.94%. The national rate published in Raise Online is 21.6%.</p>	Behaviour interventions – moderate impact for moderate cost (+5)
Uniform and equipment	£ 1000	Ensuring that PP pupils have barriers removed, especially when it is uniform or equipment that become the reasons for poor attendance at school.	Students monitored by form tutors for those who frequently fail to bring equipment.	School uniform

			Curriculum areas to provide resources where needed.	
PP boys group PP focus on attendance	£ 90 000	Year Managers have specific interventions which are focused on PP students  YTLs to monitor the attendance of PP each fortnight. Swift AIMs meetings take place and EWO referrals	The rate of Persistent Absence in July 2016 was 9.23%, an improvement from 20.3% a year earlier. The national rate for Persistent Absence is published as 12.4% in Raise Online.  The rate of Persistent Absence for Pupil Premium students in July 2016 was 16.94%. The national rate published in Raise Online is 21.6%.	Behaviour interventions – moderate impact for moderate cost (+5)
Improved targeted use of EWO and Family Support Worker to focus on students who are PP + Low Attendance + Family Barrier.	£ 70 000	The role of the Family Support Worker to ensure that the appropriate support is in place for any peripheral family issues, engaging parents in parenting courses and supporting their children and their behaviour.	New planners and uniform issued, Forest School, praise report from VW, SLT report, personalised seating plans, Counselling, lions quest, report to tutor, timeout card if required, separate from influential students in nurture group, Ehhub, CLEAR intervention, organisation wrist bands	Behaviour interventions – moderate impact for moderate cost (+5)
Year Managers Intervention To improve engagement and reduce behaviour points	Costed previously	The 5 Year Managers have a key list of 'High tariff' students where they implement interventions and put provision in place in school to reduce instances of poor behaviour.	As an example the following types of interventions were run by support staff: <ul style="list-style-type: none"> <li>• Organisation</li> <li>• BS to improve parental engagement</li> <li>• Engagement in learning</li> </ul>	Behaviour interventions – moderate impact for moderate cost (+5)

			<ul style="list-style-type: none"><li>• Attachment</li><li>• Emotional literacy</li><li>• Language</li><li>• Self Esteem</li><li>• Sensory activities</li></ul> <p>The following strategies/ resources were used either as part of these interventions or as additionality:</p> <p>New planners and uniform issued forest school as an intervention Praise reports with bespoke rewards personalised seating plans Forest Schools as a reward Counselling, lions quest timeout card to access emotionally available adult nurture groups CLEAR intervention organisation wrist bands memory key and other digital equipment</p> <p>In the students that were part of these specific interventions there was a marked improvement in behaviour with 60% reducing the amount of behaviour points they gained. 50% for students improved their attendance.</p>	
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School Counsellor	£ 20000	As part of the school's wrap around student services, the school employs a Counsellor to act as appropriate response and intervention for students (including disadvantaged) who are underachieving and whose barriers to success require this level of pastoral support.	<p>The students who have been on interventions with the school counsellor have responded very positively. The impact assessments undertaken have shown that the students felt that the opportunity to open up to a counsellor gave them the outlet to help them through social and emotional issues.</p> <p>In many cases the students involved in this intervention has improvements in Behaviour and Attendance</p>	Behaviour interventions – moderate impact for moderate cost (+5)
<p>Enrichment: Trips and Visits</p> <p>Berlin Trip Art Trip London Feb 17 End of year reward trip</p>	£ 4000	Pupil premium students have access to part funding in order to enable them to access and engage in a range of extra-curricular visits and trips. The school offers a range of visits to London, Berlin as well as many local attractions	<p>Pupil premium students were engaged and focused – achieving well in Art and Humanities as a result of these visits.</p> <p>Investigate linking enrichment opportunities to the curriculum. Clearly focusing on giving access to opportunities students may not otherwise undertake</p>	Aspiration interventions
Promoting access to higher education	£ 1000	Pupils given opportunity to travel to careers fair	Pupils given opportunity to experience different options available.	Aspiration interventions
Collaborative Art and Literacy Project	£ 1000	Pupils taken to Wheal Martin		Aspiration interventions

			Pupils used the experience to produce pieces of work based on the visit. Work has been used as exemplars across Cornwall.	
Mentoring	£ 2000	Key boundary leapers in Year 11 identified to receive personalised assertive mentoring from senior member of staff.	Improved student achievement in Year 11 examination outcomes.	Mentoring – low impact for moderate cost
Transition		Spring term outreach work with primary schools to identify vulnerable youngsters  Release time for YTL / SENDCO	Throughout the Spring and summer terms, there is a comprehensive package of outreach activities with Primary schools. This includes our SENDCO and Lead on Transition being released to go to each Primary to ensure that the handover information is as detailed as possible. We use funding to support families early on. The PP families are identified and using data students with poor attendance or poor behaviour and/or underachieving will be targeted for support. The impact has been a rise on the past 3 Years of our 1 <sup>st</sup> choice admissions. The attendance of Year 7 has been consistently above 96% with PA of PP students at a low of 5%. There has been a 33% reduction in overall exclusions and a 75% reduction in FTE for PP students in Year 7 compared to 2016-2016.	