



Pupil Premium Policy

Policy Details	
Prepared by:	Lauren Taylor
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Approved by: Signature:	
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Pupil Premium 2020-2021



Statement of Intent

Introduced in April 2011, the Pupil Premium is additional funding allocated to children who are looked after by the local authority, who have been eligible for free school meals at any point in the last 6 years or whose parents are currently serving in the armed forces. Pupil Premium Plus is further additional funding for Children in Care of the Local Authority, which a child is eligible for as soon as they go into Care. Birmingham issues £500 per term. Pupil-Premium Post-LAC is also paid into schools directly using the data declared in the census. For the purposes of this document, Pupil Premium will be referred to as the umbrella term.

At REACH, we believe that every student is entitled to the best possible chance of achieving their potential. Consequently we have a plan to ensure that we use our Pupil Premium funding to address inequalities between those children eligible for Pupil Premium funding compared to their peers and narrow and close the gap between the achievements of these students and their peers. It is our responsibility to allocate this funding in the best possible way to break down barriers to learning, to secure the best possible progress for each child, and to make a significant impact on their education and life chances.

Our priority is to narrow the attainment gap between our Pupil Premium eligible students and their peers and remove any potential barriers to learning and accessing learning. Tackling disadvantage is not only about supporting low attainers: we will also support students who previously attained highly to achieve higher grades, comparable to their peers.

These include issues with achievement and attainment, poor behaviour, attendance and punctuality, accessing blended learning at home and a lack of engagement in enrichment activities. We have therefore separated our allocation of spend in to 3 categories; academic interventions, pastoral interventions & enrichment. Within these areas specific barriers include: low parental engagement, limited access to technology at home which is a pressing issue with blended learning being needed for home-learning during Covid-19, raising achievement in Maths GCSE and the number of disadvantaged pupils achieving grade 5+ in both English and Maths.

Implementation:

1. Pupil Premium will be clearly identifiable on the budget.
2. The headteacher, in consultation with governors, SLT and staff, will decide how the Pupil Premium is spent for the benefit of entitled students.
3. The school will assess what additional provision should be made for individual students.
4. The school will account for how it has used the additional funding to support the achievements of those students covered by the Pupil Premium and the headteacher will report to the governing body and parents as to how effective the intervention has been in achieving its aim.
5. The school will publish on line information about how Pupil Premium has been used.



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6. The school will ensure that parents, governors and other stake holders are made fully aware of the attainment of students covered by Pupil Premium.
7. Staff will seek to further develop strategies and intervention which can improve the progress and attainment of these students.

Impact:

1. The school will track the impact of strategies put into place through the funding to ensure that valued has been added to the education of the entitled student.
2. The school will monitor, evaluate and review the impact of the Pupil Premium funding.

This policy will play an important role in the educational development of the individual students who are entitled to Pupil Premium. The school will ensure that these students will be treated equally and as favourably as others and that the additional funding is used pertinently to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled students.

Process	Staff responsible within school
Monitoring and tracking of PP cohorts progress	Subject staff/LT
Regular monitoring of attendance and behaviour PP cohort	LT/BC/NR/AT
Analysis of needs and targeted intervention for PP students	LT with KW
Half termly monitoring and evaluation	LT to SLT
Annual evaluation and areas for development	LT with SLT
Annual report to governors	LT to NR

Pupil Premium Lead - Deputy Headteacher (Teaching, Learning and Assessment) Lauren Taylor

Headteacher: Nicola Redhead

- Assistant Headteacher (Student Welfare) / SENCO – Amanda Thomas

Senior Teacher (Literacy): Katie Wyatt

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

Pupil Premium Strategy

Key Priorities / Barriers to overcome	Expected Outcomes/Success Criteria
<p>A) Lower than average literacy skills and reading ages across the school.</p> <p>B) Poor self-confidence and resilience of students through social and emotional interventions.</p> <p>C) Lack of independent learning skills.</p> <p>D) Insufficient attitudes to learning to enable more than expected progress to be made by the majority of pupil premium students.</p> <p>E) Insufficient resources at home to support blended learning.</p> <p>F) Lower attendance rates.</p> <p>G) Lower levels of aspiration, particularly amongst pupil premium girls, particularly More Able disadvantaged girls and those on the At Risk Register.</p>	<ul style="list-style-type: none"> • Gap between our pupil premium pupils is minimal. (Pupil premium students achieve the same 5+ GCSEs as non-pupil premium students.) • Reduced in-school attainment gap for GCSE English and Mathematics (Pupil premium students achieve the same or similar as non-pupil premium students.) • Reading age scores to increase for targeted students. (Reading ages to demonstrate 20% minimum increase.) • Grades in English to show improved progress. (100% pass rate and an increase of 15% in grade 4+) • Improved levels of progress and attainment in lessons (Measures from baseline indicate that at least 75% of students make expected progress.) • Improvement in Emotional Literacy survey results that show students have a positive attitude towards education and have benefitted from emotional well-being support • Improved performance of pupil premium girls, particularly More Able disadvantaged girls and those on the At Risk Register. • Increased access to level 3 courses for pupil premium students on leaving REACH. • Continuation of low NEET figure for our pupil premium students (At least 7%) • Improved attendance of pupil premium students (Pupil premium attendance of 90% or over)
Amount allocated 2020-21	£18905. 19 x year 11 students 2019-20 £995 per student.

Planned Actions, Strategies and Interventions 2021/2021			
Description and key priorities coding	Cost (Approx)	How will this be monitored/evaluated?	Evaluation/Impact comments
<p>Quality First Teaching, Targeted Support Groups & Interventions (including the deployment of Teaching Assistants)</p> <p>Improving students' skills and rates of progress in a variety of subjects (including English, Maths/numeracy and Literacy skills). Interventions are carefully targeted to specific students to improve particular aspects of their skills/knowledge including SEND and More-Able.</p> <p>CPD to support closing the gap through delivery of Quality First Teaching, in school and through blended learning.</p> <p>Teaching Assistants given intervention mentoring, directed by subject leaders to close the gap including More-Able and SEND cohorts.</p> <p>Half-termly academic/high-focus group mentoring with DHT, with targets set and reviewed with students and parents contacted with frequent communication.</p> <p>Initiatives, activities, interventions and resources specifically design to support the More Able Pupil Premium students: e.g. additional resources, experiences and revision sessions.</p> <p>Satchel used as a pedagogical tool to support differentiation in lessons. Satchel used as a catch up and keep up tool for students who are self-isolating, to support blended home learning, with the government issued Chromebooks.</p> <p>(This description hits the priorities A, C and E)</p>	£12,330	<p>Pupil Premium student data will analysed by the DHT at every assessment cycle to ensure appropriate progress is being made. Literacy interventions will be tracked by the Literacy lead and More-Able (Disadvantaged) by the Deputy Head. DHT to ensure consistency of messages and standard of provision across subjects and quality assurance of teaching. Resources shared with teachers and regular feedback to SLT. Student voice feedback taken in half-termly academic mentoring with DHT. Parent voice feedback taken. Engagement and embedding of Satchel as a learning norm in school evaluated with on line mark books, reflected in MTP and STP. Home learning usage monitored by class teacher and DHT, with interventions to upskill students and parents to access and engage with Satchel tasks.</p>	



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Description and key priorities coding	Cost (Approx)	How will this be monitored/ evaluated?	Evaluation/Impact comments
<p>Attendance Support To continue to improve attendance and engagement at school through parental support and better home-school communication. Rewards and successes celebrated. Bus passes provided for PP students. (This description hits the priorities F and G)</p>	£1,000	Internal evidence of attendance %s. Reduction in persistent absentee percentages. Internal evidence of attendance and behaviour of specific group of disengaged pupils. Regular SLT reviews of attendance data led by attendance lead and HT. Parental engagement and attendance at Parents' Evening increases to 70%	
<p>Careers Education, Information, Advice & Guidance To improve the aspirations of students from PP cohorts by using Connections and careers advisor plus work related learning placements offered to all students to help engagement in the world of work and encourage future aspirations. Assemblies, START Profiles and Satchel used for self-tracking of progress. Employability skills embedded into the curriculum by teaching staff, highlighting for the curriculum meets the needs and trends of the world of work Initiatives and activities specifically design to support the More Able Pupil Premium students with careers pathways to universities and FE with visits or virtual tours. (This description hits the priorities E and G)</p>	£1,800	Internal evidence and evidence from WRL and Destinations Data. START profile data. Employability skills in subjects tracked by WRL lead. Student voice conducted by WRL lead.	
<p>To improve student exam results by testing for support needs Students identified as requiring access arrangements for exams to be tested fairly in order to gain access to a scribe and/or reader to assist with exams. (This description hits priority A)</p>	£1,000	Internal evidence to inform testing. Assessment Cycle data to be analysed by the DHT.	



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Description and key priorities coding	Cost (Approx)	How will this be monitored/evaluated?	Evaluation/Impact comments
<p>Social & Emotional Interventions (including specialist professional services) Supporting students in their social and emotional wellbeing and physical/mental health, allowing greater access to the curriculum and a rise in aspirations and self-esteem through breaking the barriers to learning and achievement. Amending timetable to ensure all students receive adequate tutor time and attend weekly assemblies, on Challenge Day. Assemblies to be collated and carried out by key staff members and outside speakers to be invited in where available and pertinent. Provision Map used to identify the students who need additional SEND support: Pastoral mentoring interventions programme to be implemented where staff will be allocated students to meet with and work with using a holistic approach, focusing on the At Risk students. Fortnightly individual coaching sessions for the Most Vulnerable cohort, to complete Three Houses review and ensure emotional and social support to build stronger relationships and break down barriers. Professional support: Speech and Language Therapist external support for 2 Year 11 students and Educational Psychologist support for 1 student.</p> <p>(This description hits the priorities B, D and G)</p>	£1,000	Improved engagement, aspiration and outcomes for all pupil premium pupils. Closing gaps in cultural capital between pupil premium pupils and non-pupil premiums. Regular reviews of pastoral data led by AHT. Emotional literacy testing programme and external service providers to be analysed half termly by the AHT and Pastoral Lead/DSL.	



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Description and key priorities coding	Cost (Approx)	How will this be monitored/evaluated?	Evaluation/Impact comments
<p>Outdoor adventure learning Students to participate in weekly outdoor curriculum set as Challenge Day to help increase perseverance, cultural capital and resilience. Selected students will take part in outdoor learning qualifications such as Mountain Bike Leaders Award. Curriculum differentiated so all can access Challenge Day and make progress.</p> <p>(This description hits the priorities B and G)</p>	£1,775	Students identified and tracked by Challenge Lead. Parents involved in process to ensure regular attendance and support at home. Internal evidence of the benefit of enrichment activities for pupil premium students. Qualifications celebrated in Record of Achievement.	

Evaluation and Impact of spend 2019-2020

Pupil Premium Student Profile *	Year 11	Year 10	Year 9	Total
Total students	38	18	2	58
No. PP Student	17	13	1	41
% PP Student	44.7%	72.2%	50%	70.6%

*This data is taken from July 2020.

Summer 2020 Data

	School characteristics									
	Cohort	Male	Female	K	K+	E	K+&E	LAC	PP	non PP
Entered 5+ GCSE	96.67%	95.24%	100.00%	100.00%	90.91%		90.91%		100.00%	80.00%
Gaining 1+GCSE	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%		100.00%	100.00%
Gaining 3+GCSE	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%		100.00%	100.00%
Gaining 5+GCSE	96.67%	95.24%	100.00%	100.00%	90.91%		90.91%		100.00%	80.00%
Gaining 5+GCSE, inc Ma&En (5+ L1 inc Ma&En)	80.00%	80.95%	77.78%	100.00%	45.45%		45.45%		80.00%	80.00%
Gaining L1 Ma&En	80.00%	80.95%	77.78%	100.00%	45.45%		45.45%		80.00%	80.00%
Gaining L2 Ma&En	10.00%	14.29%	0.00%	15.79%	0.00%		0.00%		8.00%	20.00%
Gaining L1 Ma only	93.33%	95.24%	88.89%	100.00%	81.82%		81.82%		92.00%	100.00%
Gaining L2 Ma only	10.00%	14.29%	0.00%	15.79%	0.00%		0.00%		8.00%	20.00%
Gaining L1 En only	86.67%	80.95%	88.89%	100.00%	54.55%		63.64%		84.00%	100.00%
Gaining L2 En only	30.00%	28.57%	33.33%	47.37%	0.00%		0.00%		28.00%	40.00%

Summer 2019 Data

	Headline figures by School Characteristics									
	Male	Female	K	K+	E	K+&E	LAC	PP	non PP	
Entered 5+ GCSE	82.35%	92.31%	85.71%	100.00%	50.00%	88.89%		86.36%	87.50%	
Gaining 1+GCSE	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
Gaining 3+GCSE	82.35%	92.31%	90.48%	85.71%	50.00%	77.78%		81.82%	100.00%	
Gaining 5+GCSE	64.71%	92.31%	85.71%	57.14%	50.00%	55.56%		77.27%	75.00%	
Gaining 5+GCSE, inc Ma&En (5+ L1 inc Ma&En)	64.71%	46.15%	80.95%	57.14%	50.00%	55.56%		72.73%	75.00%	
Gaining L1 Ma&En	76.47%	84.62%	90.48%	57.14%	50.00%	55.56%		77.27%	87.50%	
Gaining L2 Ma&En	11.76%	7.69%	14.29%	0.00%	0.00%	0.00%		4.55%	25.00%	
Gaining L1 Ma only	76.47%	84.62%	90.48%	57.14%	50.00%	55.56%		77.27%	87.50%	
Gaining L2 Ma only	23.53%	15.38%	28.57%	0.00%	0.00%	0.00%		9.09%	50.00%	
Gaining L1 En only	88.24%	92.31%	100.00%	71.43%	50.00%	66.67%		90.91%	87.50%	
Gaining L2 En only	23.53%	15.38%	28.57%	0.00%	0.00%	0.00%		18.18%	25.00%	

Key Priority	Expected Outcomes	Evaluation
<p>To raise standards in literacy, skills across the school.</p> <p>To increase confidence and resilience of students through social and emotional interventions.</p>	<ul style="list-style-type: none"> • Reading age scores to increase for targeted pupils • Grades in Mathematics and English to show progress • Improved levels of progress and attainment in lessons with use of ICT • Improvement in Emotional Literacy survey results 	<p>The % of Pupil Premium eligible students achieving both one GCSE and 5 GCSEs the same and above non-pp, demonstrating the impact of academic strategies and initiatives. All PP students achieved at least one GCSE and the amount achieving 5+ GCSE's demonstrates a closing of the gap, however, achieving English and Maths still remains slightly lower and will therefore continue to be a focus in 2020-21. The GCSE English and Maths did demonstrate progress for PP students from the previous year. The development of literacy interventions and monitoring of reading ages also aided progress.</p> <p>Subject Leaders targeted students for additional study support to ensure they have access to laptops and necessary resources to have the best possible chance to achieve and make progress. Employment of and access to Mentors, Educational Psychologist, Speech and Language Therapist, Counsellor and other outside agencies have had a very positive impact on the social and emotional well-being of students.</p> <p>We have ensured that Pupil Premium eligible students have accessed curriculum visits and other enrichment opportunities such as reward trips and curriculum enrichment trips. This is in addition to funding for a range of resources and activities, including challenge kit, artwork folders, literacy tool kits and ingredients for food lessons, all enhancing the learning and achievement of students.</p> <p>Social and emotional interventions through pastoral mentoring, emotional literacy testing and work with external agencies impacted certain students being able to access and achieve their examinations. This is an area that we will continue to focus on in the new academic year to ensure students settle back into routines and learning norms in the Autumn term.</p>
Amount allocated 2019-2020	£ 23, 375	