

# Disadvantaged Pupil (DP) strategy statement for Chenderit School

1. Summary information					
School	Chenderit School				
Academic Year	2017-18	Total DP budget	£111,265	Date of most recent DP Review	09/18
Total number of pupils	1057	Number of pupils eligible for DP	146	Date for next internal review of this strategy	01/19

2. Current attainment			
	Pupils eligible for DP (your school)	Pupils not eligible for DP	Gap
% achieving 4+ in English - 2017-18 (2016-17 figures)	<b>59%</b> (45%)	<b>79%</b> (82%)	<b>20%</b> (37%)
% achieving 4+ in Maths - 2017-18 (2016-17 figures)	<b>41%</b> (41%)	<b>70%</b> (77%)	<b>29%</b> (36%)
% achieving 4+ in English and Math – 2017-18 (2016-17 figures)	<b>32%</b> (32%)	<b>65%</b> (71%)	<b>33%</b> (39%)
Progress 8 score average – 2017-18 (2016-17 figures)	<b>-0.32</b> – 2017-18 unvalidated formula(-0.69)	<b>-0.08</b> – 2017-18 unvalidated formula (-0.06 - other)	<b>0.24</b> - 2017-18 unvalidated formula (0.63)
Attainment 8 score average – 2017-18 (2016-17 figures)	<b>36.84</b> (31.11)	<b>49.90</b> (48.24)	<b>13.06</b> (17.13)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
1.	Accurate literacy and SPaG written work (SPAG= spelling, punctuation and grammar)
2.	Motivation and aspiration
3.	Student engagement with curriculum provision and teaching and learning
4.	Improved attainment at GCSE

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

**5.** Attendance

**6.** Access to the internet (ability to complete homework)

<b>7.</b>	Parental engagement	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	DP not sig-, Progress 8 (P8) to be a positive residual with the aspiration of 0.3 by 2020. Attainment 8 (A8) to be at or above national average.
<b>B.</b>	Students to achieve their EG or above in English and Maths	% of students to achieve 4/5 or better in English and Maths to be at or above national average/Students are at age-related expectations (ARE) or above.
<b>C.</b>	6 <sup>th</sup> form DP students to achieve their expected grades and intervention/support to be in place for those that need it	ALPs grades 1-3
<b>D.</b>	All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place	Maintain % of students in sustained education, employment and training at 97% or better for all, and improve % of DP to be in line with national average (94% in 2015; Chenderit 2015 = 98%)
<b>E.</b>	Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups for all tutors, Head of Learning (HoL) and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.	Maintain high attendance for all students at 95% or better and close the gap between DP and non DP attendance to 2% or less
<b>F.</b>	To improve the P.A. attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action fixed penalty notice (FPN) towards parents where attendance falls below the minimum guidelines as set out by the DfE.	Improve PA for all students to less than 10% and close the gap between DP and non DP attendance to 5% or less (2016 gap = 12.4%)

## 5. Planned expenditure

**Academic year**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	Oversight of all interventions and progress being made (current working at - CWA) and the impact on DP students. Evaluate provision and impact of strategies being used for DP.	Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment	Strategies will be tracked, monitored, evaluated and amended to maximise impact  Curriculum and guidance meetings agenda items- actions taken after each reporting cycle  Students will receive 1:1 meetings with tutor/HoL/AHT to draw up action plans to support Y11 outcomes  Evidence from learning walks	NLD/ACW	January 2018 March 2018 August/September 2018

<p>A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students</p>	<p>DP students are a key focus group for all staff. Staff are provided with names and photos of DP across all year groups and their individual barriers to learning, updated regularly and interventions planned in responses to CWA. Students are identified on seating plans and through planning strategies (AfL/Questioning)</p>	<p>Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment</p>	<p>Monitor seating plans (audit) Teaching group audit Work scrutiny Lesson observations CWA Learning walks</p>	<p>NLD/ACW</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>A.(4) Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students (option subject focus)</p>	<p>Appraisal target for DP focusing on attainment of DP students in all teaching groups.</p>	<p>Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment</p> <p>Improving teaching and learning</p> <p>Ofsted focus from 2017 visit</p>	<p>Lesson observations Work scrutiny CWA Department reviews Learning walks</p>	<p>NLD/ACW HoDs/HoL</p>	<p>January 2018 March 2018 August/September 2018</p>

<p>A.(4&amp;6) Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students (improve attainment for DP students)</p>	<p>Access to IT/internet at home- dongles Access to revision resources</p> <p>OUDES interns to mentor students</p> <p>Revision materials for KS4 students</p> <p>Breakfast revision on morning for core/option subjects</p>	<p>DP students don't always communicate a lack of IT at home or other issues with access to materials; provision of all resources to remove barriers to success.</p> <p>Ofsted guidance points to the importance of revision and exam success</p> <p>Use of curriculum time to ensure greater take up</p>	<p>Monitoring of CWA Access to Show my homework Staff-led homework club- 3 times per week</p>	<p>NLD/ACW/HoL</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>B. Students to achieve their EG or above in English and Maths</p>	<p>Quality first teaching Use of AfL/questioning Marking DP books first Use of WAGOLLS</p>	<p>EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>KS4 tracking meetings Lesson Observations to reflect impact Departmental Review</p>	<p>Members of LT NLD/KJF</p>	<p>January 2018 March 2018 August/September 2018</p>

<p>C. 6<sup>th</sup> form DP to achieve their expected grades and intervention/support to be in place for those that need it.</p>	<p>Quality first teaching Use of AfL/questioning Marking DP books first Use of WAGOLLS Ensuring students have access to the 16-19 bursary Directed study time on all student timetables</p>	<p>Sutton Trust/EEF Teaching and Learning Toolkit research review</p>	<p>Monitoring of CWA Intervention meetings</p>	<p>STW/NJD and 6<sup>th</sup> form team</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>E. (5) Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups to tutors, HoL and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on missed lessons.</p>	<p>-NFER briefing for schools identifies addressing attendance as a key step. -Ofsted 2017: The proportion of disadvantaged pupils who are persistently absent from school shows a significant reduction from last year. -Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges. -The DfE Research Report of November 2015 indicates: 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p>	<p>Same day calls about attendance.  Integration programmes building to full time timetable (if appropriate)  Personalised support  Attendance and progress discussed with HoL, tutor and MWW  Attendance discussed in fortnightly guidance meetings  Home visits</p>	<p>MWW/HoL/ACW</p>	<p>January 2018 March 2018 August/September 2018</p>

<p>F.(5)To improve the P.A attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action FPN towards parents where attendance falls below the minimum guidelines set out by</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on missed lessons. Welfare manager to support families.</p>	<p>NfER briefing for schools identifies addressing attendance as a key step.</p> <p>Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges.</p> <p>The DfE Research Report of November 2015 indicates: ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics’</p>	<p>Same day calls about attendance.</p> <p>Integration programmes building to full time timetable (if appropriate)</p> <p>Personalised support</p> <p>Attendance and progress discussed with HoL, tutor and MWW</p> <p>Attendance discussed in fortnightly guidance meetings</p> <p>Home visits</p>	<p>MWW/HoL/ACW</p>	<p>January 2018 March 2018 August/September 2018</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>B. Students to achieve their EG or above in English and Maths</p>	<p>PiXL resources (WTM, apps, PLCs), PiXL Classrooms</p>	<p>GCSE results from 2017 Student voice from 2017 WTM evaluations and grades (2017)</p>	<p>Lesson observation Work scrutiny CWA Learning walks KS4 tracking meeting</p>	<p>NLD/KJF/MIA</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>B. (4)Students to achieve their EG or above in English and Maths</p>	<p>OUDEs interns to mentor DP students 3:1 in subject specialist areas Specialist trained TA to lead small group intervention</p>	<p>EEF/ Sutton Trust evidence re. small group teaching having impact on achievement; pupils can be given specific intervention according to need</p>	<p>Lesson observation CWA and external GCSE grades Use of TA/ intervention teacher to deliver sessions. Analysis at each data entry point</p>	<p>NLD/KJF/MIA</p>	<p>January 2018 March 2018 August/September 2018</p>



B. (4) Students to achieve their EG or above in Maths	Tutor time maths	Proven track record in 2015, 2016, 2017. EEF/ Sutton Trust evidence re. small group teaching having impact on achievement; pupils can be given specific intervention according to need	CWA External GCSE grades HoD to deliver sessions KS4 tracking meeting	NLD/KJF	January 2018 March 2018 August/September 2018
B. (4) Students to achieve their EG or above in Maths and English	Breakfast revision on the morning of exams	Strategy used since 2014- proven track record.	External GCSE grades	NLD/KJF/ ACW	August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	iGCSE 2 <sup>nd</sup> Language English as an after school taught option	Success of results from CIE board in 2017 EEF/ Sutton Trust evidence re. small group teaching having impact on achievement	CWA P8 figures+ HoD/AHT to deliver taught sessions	NLD	January 2018 March 2018 August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	VCerts- Health and Fitness and Business 100% of students are following appropriate curriculum pathways to improve their life	Success results from 2017	CWA P8 figures Work scrutiny Lesson observations	AMG/NLD/ACW/DMC	January 2018 March 2018 August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	Use of WAGOLLS (what a good one looks like)	Ofsted advice EEF/Sutton Trust evidence	Work scrutiny Lesson observations Department meeting standardisation	KPT	January 2018 March 2018 August/September 2018
A.(3).Engagement with curriculum provision and teaching and learning	Consistency with marking policy Marking DP exercise books first Insist on detailed student feedback	All subjects analysed; feedback to staff; sharing of effective examples. CPD sessions Students respond in detail to marked work	Work scrutiny CWA P8 figures Peer-to-peer discussions	NLD	January 2018 March 2018 August/September 2018

B. (1) Accurate literacy and SPaG written work	Use of PiXL Code Read, Write, Inc. within catch up literacy lessons  Investigation of Accelerated Reading Scheme  All staff to mark for SPaG	Sutton Trust/EEF Teaching and Learning Toolkit research review	Lesson observation Tracking of KS3 and KS4 data Transferable skills- CWA Transition information from primary schools to be collated and discussed by SEND/HoDs of English and Maths/HoL 7 by the end of the summer term Clear understanding of Maths/English KS2 standards and requirements – CPD and primary cluster meetings Personalised programmes of support to be created by the above and shared amongst teaching staff in English and Maths	HBB/DMC	January 2018 March 2018 August/September 2018
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### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place	Specialist careers adviser to provide support to all DP students	0% NEET in Y11 when careers advice was sought. Same approach for Y12-13 students	Evaluation forms Student voice	NLD/ACW/JKJ	January 2018 March 2018 August/September 2018
D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship).	Provision of a varied programme of careers guidance and enrichment including trips and visits. Subject days –	Low student engagement with school by some students. Pupil voice referred to need for more careers and P16 options guidance.	Programme of careers and P16 options events coordinated by HoL.	NLD/ACW/HoL	After 6 <sup>th</sup> form open evening January 2018 March 2018 August/September 2018

For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place To engage DP students, including those who are higher attaining, in academic and enrichment opportunities	Birmingham University; Alumni visits; Careers talks; Outreach talks from the team at Oxford university	Pupils benefit from listening to outside voices. Ensure as many additional opportunities are given during the school day to lead to greater take up	Opportunities targeted towards DP students. DP careers evaluation forms completed		
2. Motivation and aspiration: enrichment	100% of FSM students are able to attend educational visits/residential/after school activities/music lessons Motivational speakers External speakers	These opportunities are remembered when students leave school.  Weekly texts sent out as a reminder 100% of DP students that left school in 2016 and 2017 were in education or training.	Student voice Attendance records Evaluations of educational visits	Finance manager to track	January 2018 March 2018 August/September 2018
7. Parental engagement	Parents invited by email and text to Help your child succeed (HYCS) events and Positively Mad workshops Invited to attend intervention meetings	Ofsted parent view feedback  Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF)	Attendance records kept of parental engagement at all events including parents evenings. Parents to receive copies of the intervention meeting paperwork with their agreed actions	HoL	January 2018 March 2018 August/September 2018

Review			
Previous Academic Year			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	<p>DP progress in everyone's Appraisals</p> <p>Curriculum and guidance meetings have a focus on DP as necessary</p> <p>Y11 DP students have been identified and discussed in Department meetings – production of powerpoint giving T and L advice for these students collected from the experience of all staff.</p> <p>DP board in staffroom</p> <p>OUIDES mentored Y10 DP this year and current Y11 received this mentoring when in Y10</p> <p>DP students are a key focus group for all staff. Staff are provided with names and photos of DP across all year groups and their individual barriers to learning, updated regularly and interventions planned in responses to CWA. Students are identified on seating plans and through planning strategies (AfL/Questioning)</p>	<p>All appraisal paperwork identifies the progress of DP students as a priority of the school and this includes the need to have DP students identified on the seating plans and key information regarding the students in each class. This has been regularly seen during lesson observations throughout the year.</p> <p>All Y11 students are identified and their picture and their predicted progress highlighted. This is sent to all members of staff and photos/information highlighted in the staff room as a constant reminder.</p> <p>T and L ideas have been discussed and shared in SIM meetings and Curriculum and Guidance meetings. The impact of all these actions is to keep the DP students high on the agenda and ensure their T and L needs are met in all lessons</p>	<p>These strategies will be continued this year and where individual issues/concerns are raised then additional support will be put into place on a case by case basis.</p>
B. Students to achieve their EG or above in English and Maths	<p>DP students receive additional lessons in English and Maths</p> <p>Breakfast revision session, with food provided, in place for all English, Maths and Science Exams. This expanded this year to incorporate History, MFL and Music.</p>	<p>All DP students in Y11 were either in the Maths or English additional revision sessions. The % DP students achieving a grade 4+ in English has increased (45% in 2017 compared to 59% in 2018) whereas this is not the case in Maths as it remains the same. However the gap between non DP students in Maths achieving a 4+ is less (gap between DP and non DP 4+ in Maths 2017 was 36% compared to 29% in 2018). This is also the case for English where the gap has</p>	<p>Analysis earlier in the term suggested that the intervention lessons that were put in place for the students in English were having a greater impact than those in the Maths revision sessions – this is shown in the final results. It is important to note that the delivery methods of both these interventions were different. The maths delivery model was during registration for 20 minutes and attendance was sporadic. The English model was during a one hour PE lessons and had a greater impact.</p>

		reduced from 37% in 2017 to 20% in 2018.	
C. 6 <sup>th</sup> form DP to achieve their expected grades and intervention/support to be in place for those that need it.	Students who have been working below target have been identified and meetings with parents have taken place	Value added for DP students Vs Non DP students at KS5 are approximately the same(-8.7 vs -8.8 respectively) The % A* - B for DP students (55%) was met.	The 6 <sup>th</sup> form team to continue to support DP students in the same way as they have done this year. Contacting parents and putting students on contracts as appropriate.
E. (5) Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups to tutors, HoL and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.	<p>This has taken place with the relevant letters and meetings taking place when students fall below the set thresholds. This has included</p> <p>Same day calls about attendance.</p> <p>Integration programmes building to full time timetable (if appropriate)</p> <p>Personalised support</p> <p>Attendance and progress discussed with HoL, tutor and MWW</p> <p>Attendance discussed in fortnightly guidance meetings and home visits as necessary</p>	The attendance of all DP students from June 2017 was 90% this has increased to 91.2% this academic year (upto end of June 2018) This is an increase of 1.2% across all DP students, but is still below the attendance of the rest of the cohort.	The strategies that have been put into place by the attendance team have been effective and should continue during the next academic year.
F.(5)To improve the P.A attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action FPN towards parents where attendance falls below the minimum guidelines set out by	<p>This has taken place with the relevant letters and meetings taking place when students fall below the set thresholds. This has included</p> <p>Same day calls about attendance.</p> <p>Integration programmes building to full time timetable (if appropriate)</p> <p>Personalised support</p> <p>Attendance and progress discussed with HoL, tutor and MWW</p> <p>Attendance discussed in fortnightly guidance meetings and home visits as necessary</p>	The P.A. terms 1 – 5 in 2017 was 14.6% In 2017-2018, during the same period the PA was 11.68% showing a decrease in PA of 2.92%. This is using internal data as a comparison. For the entire academic year 2016-2017 the % PA was reported as 14.2% compared to 13.5% nationally. If national figures remain fairly constant then the school's PA figure will be better than the national average.	The strategies that have been put into place by the attendance team have been effective and should continue during the next academic year.

<b>Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	<p>iGCSE 2<sup>nd</sup> Language English as an after school taught option</p> <p>VCerts- Health and Fitness and Business 100% of students are following appropriate curriculum pathways to improve their life</p> <p>Consistency with marking policy Marking DP exercise books first Insist on detailed student feedback</p> <p>Use of WAGOLLS (what a good one looks like)</p>	<p>All students who sat the English as a second language iGCSE passed and the P8 score is positive.</p> <p>100% pass rate on the VCerts</p> <p>Marking has been reviewed throughout the year and there will be a renewed focus in the next academic year.</p> <p>WAGOLLS are being produced by all departments and these are being shared in C and G meetings and eventually some are going into reports. Impact will be that students have a greater understanding of expectations</p>	The use of English as a second Language for those student eligible should continue, as should the use of VCerts, where appropriate.
B. Students to achieve their EG or above in English and Maths	<p>PiXL resources (WTM, apps, PLCs), PiXL Classrooms</p> <p>Use of PiXL Code Read, Write, Inc. within catch up literacy lessons</p> <p>Investigation of Accelerated Reading Scheme</p> <p>All staff to mark for SPaG</p> <p>Breakfast revision on the morning of exams</p> <p>OUDEs interns to mentor DP students 3:1 in subject specialist areas Specialist trained TA to lead small group intervention</p>	<p>The PiXL resources were shared with all curriculum leaders and the use of these to improve teaching and learning will be used as appropriate.</p> <p>Read Write inc was introduced into English lessons in the last term. The impact of this will be reviewed further when sufficient time had passed, however sufficient progress was seen to expand its use for a select number of students.</p> <p>Attendance at the breakfast revision sessions was good.</p> <p>OUDE intern mentoring helped build relationships with the DP students.</p>	<p>The cost of accelerated reader was investigated and the cost was not deemed to be worth the investment</p> <p>Read Write inc is to be introduced into Y7 English lessons for those requiring work on synthetic phonics.</p> <p>Breakfast revision sessions to continue</p> <p>OUDE mentoring to continue</p>
<b>Other approaches</b>			

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place</p>	<p>Specialist careers adviser to provide support to all DP students</p> <p>Provision of a varied programme of careers guidance and enrichment including trips and visits.</p> <p>100% of DP students are able to attend educational visits/residential/after school activities/music lessons</p> <p>Motivational speakers External speakers</p> <p>Parents invited by email and text to Help your child succeed (HYCS) events and Positively Mad workshops</p> <p>Invited to attend intervention meetings</p>	<p>All DP students received 3 sessions with a careers adviser. This resulted in 100% of DP students successfully applying for further education or training. This involved with several DP students going to open days and ensuring access to other educational and training establishments.</p> <p>External speakers (positively mad) were used to help motivate students and support parents.</p>	<p>This strategy clearly works and will be continued in the next academic year</p> <p>HYCS evening for Y11 will be altered to encourage a greater attendance of parents.</p>

**Additional information:**

The Pupil Premium was introduced in April 2011 and is funding provided to schools and schools to address inequalities in educational outcomes for disadvantaged children. All students within the school who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to draw down funding from the Government. For the academic year 2012-13 the level of funding per student was set at £623.00, this rose to £900.00 in 2013-14. In 2014-15 the funding rose again to £935.00 per pupil, this funding rate of £935.00 per pupil was maintained for 2015-16.

Children who are Looked After (CLA) continue to be eligible for a higher rate of funding. Funding of £1,900.00 was introduced in 2014-15 for looked-after children (this is called Pupil Premium Plus). The eligibility criteria was extended to include those pupils who have been in care for one day or more, as compared with the six months in care currently required.

As in 2014-15, schools will also receive £1,900.00 for eligible pupils who have been registered on the school census as having been adopted from care or leaving care under a special guardianship or residence order. The service premium will continue to be extended so that in 2015 to 2016, any pupil in reception to Year 11 who has been flagged as a service child since 2011 will continue to receive the premium ('Ever5' measure). The service child premium will continue to be paid to schools at the rate of £300.00 per pupil.

As a school, we have the autonomy of how to use the Pupil Premium at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment/achievement/progress for students in receipt of Pupil Premium Funding.



